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ABSTRACT

This report provides information on the content and nature of labor education in Canada. Section A outlines the study's purposes to explain why labor education should be considered for prior learning assessment and recognition purposes. Section B describes the theoretical framework and methodology and explains the attempt to canvass a reasonably representative sample of labor education provided by and for trade unions. Section C highlights the aims and objectives of labor education, with particular reference to differing objectives of the host trade unions. Section D describes steward training and relates details of this education to functions and expectations unions typically assign to these worksite representatives. Section E completes the descriptions with an overview of content of labor education programs provided by and for Canada's unions. Section F identifies other events and learning activities provided by and for Canada's unions. Section G provides a sample of approaches taken by unions in selecting labor education participants. Section H describes procedures for choosing trainers who deliver labor education and their roles. Section I discusses delivery methods trade unions use for their labor education courses and activities and the rationale for these practices. Section J examines aspects of the labor education program of the Communications, Energy, and Paperworkers' Union of Canada. Section K provides conclusions and observations. (YLB)

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Labour Education in Canada Today

NALL Working Paper #47-2001

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LABOUR EDUCATION IN CANADA TODAY

Centre for Work & Community Studies
Athabasca University

A Report from "Learning Labour: A Prior Learning Assessment & Recognition Project"
Part of the New Approaches to Lifelong Learning Network

2001

LABOUR EDUCATION IN CANADA TODAY

A Report from *Learning Labour: A Prior Learning Assessment and Recognition Project*

Centre for Work and Community Studies
Athabasca University

PREFACE

Winston Gereluk produced this report for the Athabasca University research program ***Learning Labour: A Prior Learning Assessment and Recognition Project***. This report on labour education (sometimes referred to as union training) is the most comprehensive report of its kind since the Dickinson/Verner UBC reports of the 1970s. The report documents the many labour education programs offered by Canada's major unions and other providers, based on a series of interviews and educational materials provided by union education officers and other providers of labour education. It documents the provision of union courses and details the diversity of educational offerings, listing the educational materials and programs reviewed. Its main focus, however, is on the courses and educational events unions offer to meet their organizational needs; it must be remembered that unions rely on the volunteer labour of lay officers, representatives, activists, and members in order to meet their goals. This survey was never intended to be "complete" in the sense of covering absolutely every single union educational offering of every union, but it remains the most extensive report on union educational provision produced in the last 25 years.

At the time the research was conducted Winston Gereluk was an Alberta Union of Provincial Employees official. He has subsequently taken a part-time appointment at Athabasca University. Winston has a detailed and practical knowledge of Canadian labour education, having worked for several unions, the Alberta Federation of Labour, and the international union movement over a twenty-year period. He has taught in union schools throughout Alberta and beyond and has made presentations on behalf of unions at all levels including at the United Nations in New York.

Assistance in preparing this report was provided by Judy Lederer, Darlene Day, and Naomi Frankel. The report would not have been possible without the time and material provided by the union officers, union education departments and others documented herein.

Athabasca University, Canada's Open University, provides a range of distance education, university credit courses and programs. For information about Athabasca University, its Labour Studies and Labour Relations Programs and courses, credit transfer policy, and Prior Learning Assessment and Recognition (PLAR) process, visit the University web page:

General Information: http://www.athabascau.ca
Labour Studies: http://www.athabascau.ca/html/programs/b_arts/lbst.htm
Labour Relations: http://www.athabascau.ca/html/programs/b_admin/idrl_hr.htm
Credit Transfer: http://www.athabascau.ca/calendar/01/admisn5.html

PLAR: http://prior-learning.athabascau.ca/PLA/html/overview.html

Athabasca University staff have wide research interests, some of which include research into labour studies and social history issues—see, for instance, research undertaken by members of the Centre for Work and Community Studies (http://www.athabascau.ca/html/depts/workcomm/index.htm) and note, in particular, two new labour education texts: *Union Learning: Canadian Labour Education in the 20th Century*. Toronto: Thompson Education Publishing, 2001 (http://unionlearning.athabascau.ca/), by Jeff Taylor, and *Unions and Learning in a Global Economy: International and Comparative Perspectives*. Toronto: Thompson Education Publishing, 2002, Bruce Spencer (Ed.).

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Advice and Support provided by Ken Collier and Jeff Taylor.

This project was funded by: New Approaches for Lifelong Learning (NALL), Human Resource Development Canada (HRDC), and Athabasca University.

SUMMARY OF REPORT AND ITS SIGNIFICANCE FOR PLAR OF LABOUR EDUCATION

LABOUR EDUCATION AND PLAR

Labour education includes all union and independently provided education designed to strengthen union representation, activity and culture. It is not to be confused with workplace learning, which is essentially aimed at making workers more efficient and compliant human resources (for definitions of labour education see Spencer, 1994).

In our view, much of what workers learn in the workplace (the school of hard knocks) and labour education courses is worthy of formal recognition—college/university credit. This, of course, begs the question of how to evaluate this learning. At present, labour and other forms of education continue to be evaluated in terms of traditional higher education standards. This requires individuals to present a case on their own behalf when applying for PLAR, usually in the form of a portfolio. Naturally, it is easier to get credit for those labour education courses that resemble traditional classroom courses—courses with professional instructors, itemized outlines, assigned readings, and "objective" evaluation. However, much labour education does not (and we would argue, should not) proceed in this manner. The danger, to our mind, is that increased pressure may be brought to bear on labour educators to restructure their courses along traditional lines. This pressure may come from educational institutions, the state, union members seeking credit, or some combination of the three. This is a concern because it would shift the emphasis of labour education from social to individual purposes. Labour education is one of the few remaining adult education practices that challenge the notion that the purpose of education is to serve individualised economic objectives. The purposes of labour education remain social, rather than individualistic—individuals may learn new skill sets, but these are employed in the service of others, not themselves. Moreover, the success of labour education is not gauged in terms of performance on controlled tests, but in terms of whether graduates can "cut the mustard" in the workplace—handle a grievance, mediate a dispute, and so forth. Our research does not wish to contribute to such a transformation of labour education; we are attempting to establish the argument that non-formal and informal labour education can be translated into college/university credits. This involves evaluating the learning contexts of specific courses and programs, rather than the learning of individuals. The challenge, methodologically speaking, is to develop this argument in such a way that it does not impact existing labour education practices.

METHODOLOGY OF THIS RESEARCH

Our method in this study of PLAR of labour education is to gather a representative sample of labour education courses provided by and for unions. From this sample, we will identify commonalities among labour education courses, in terms of content, objectives, methods and length of study. The range of courses unions' offer is immense, we have reported on this diversity and have specifically focused our efforts on shop steward training courses—almost every union offers shop steward training. Shop steward training courses share common features and provide us with some of the key elements of labour education. Any proposals for granting

PLAR are intended to serve only as a touchstone that evaluators can use to calculate credit equivalencies for shop steward training (and other) courses, not as a prescriptive norm: this report should help in such a process. Many unions have very good reasons for structuring their shop steward training courses in a particular manner. Such individual differences need to be considered carefully and sensitively; differences must be weighed on their individual merit, not in terms of an abiding standard. It is imperative that any proposals remains dynamic, rather than static, and that unions have an ongoing opportunity to modify and refine such proposals.

As this report demonstrates Winston has collected a wide range of materials and responses from more than a hundred sources including most of Canada's major unions. These include trade unions, union locals, employee associations, labour centrals (such as the Canadian Labour Congress and the Alberta Federation of Labour), and other organizations, agencies and consortia; as well as a number of business and educational institutions which deliver basic labour education to unions and union members. The report and tables below are drawn from more than 50 files of complete union programs that have been summarized.

STEWARD TRAINING AS THE CORE OF LABOUR EDUCATION

A major objective of the field research that Winston conducted from 1997 to 2000 was to gather material necessary to provide an overview of the content, nature, and extent of labour education in Canada today. The course and program packages, event brochures, materials, and other data gathered from a number of individual unions and organizations have come to us in various stages of development and articulation. In over 30 cases, these materials are supplemented by face-to-face interviews with education officers and union leaders.

The material packages indicate that steward-training courses tend to be the most developed and documented. Although these steward-training courses may be similar in many respects, they also differ in important ways. This is largely because steward-training courses tend to be developed with particular needs and organizational priorities in mind. For instance, many are structured around specific collective agreements, implicit understandings, and legal frameworks under which shop stewards are expected to function. These courses are essentially "tools" courses intended to provide these lay representatives with the implements to do the job of a steward. An examination of course content revealed a number of common and recurrent themes: a close inspection of union structures, grievance handling, disciplinary protocols, membership assemblies, and contracts—as exemplified in the courses offered by the International Woodworkers, Canadian Division below.

Steward courses, however, describe only a small portion of the labour education presently made available to the members and staff of trade unions. Many of the other courses and experiences that unions typically include in their education programs are evident in the offerings of the British Columbia Government and Services Employees' Union. These range from tools to issues courses—courses that typically link internal union concerns with external social issues, sometimes referred to as awareness courses --for example, courses on equity issues and sexual harassment. Some of the more typical courses are combined in this case with other courses that reflect the mission, priorities, and/or perspective of a particular union.

Depending on how fully developed and articulated the program, union courses and educational activities are also often layered or graduated. The education schedule of the Canadian Union of

Public Employees (CUPE) provides an example of an elaborate program comprised of four different levels and numerous sub parts. This layering prepares members for admission and recruitment to the next level of union activity, participation, and education. Clearly, Canadian unions are providing their members with a sophisticated and integrated educational opportunity, more sophisticated than was previously offered and comparable to programs offered elsewhere (Spencer, 1998).

SPECIAL EVENTS AND SCHOOLS

Our research also reveals that most unions and labour organizations round out their educational programming with a wide range of educational events and supporting activities, which are far from peripheral or "add-on," because such activities serve to fulfil key objectives. And although individual unions sometimes provide "schools" and conferences, it is central labour bodies, labour councils, federations of labour and the Canadian Labour Congress (CLC), that provide the majority of these educational opportunities. Unions in Saskatchewan, for example, depend to a great degree on the Saskatchewan Federation of Labour (SFL) and the CLC, Prairie Region for schools and events, including a school specifically for union women and a special conference on training to meet workers' needs for tomorrow.

Educational events of this nature range from modest one or two-day affairs to weeklong functions. An example of an even longer event is the CLC Prairie Region's annual school held over 4 weeks in January and early February, with an average of 12 courses offered each week. The school's reputation has developed to the point that individual unions now compete to sponsor some of their own courses in conjunction with it, as a way of capitalizing on the networking opportunities and sense of union solidarity it fosters. Other regions provide similar schools, but it is important to recognize that although the organizers of such schools like to concentrate resources on broader issues courses, developed in response to challenges unions currently face, these schools' course offerings can range from tools, to issues, to labour studies type courses. Small unions, which lack the resources to develop their own courses, tend to find the tools courses these schools offer of great value. We have documented many such educational events and supporting activities. For example, many unions bring their stewards and officers together for refreshers, updates, and/or one-day (or longer) conferences to discuss specific topics, such as new legislation or government policy.

The most intensive and advanced labour education experience is the 5-week (formerly 8-week) *Labour College of Canada Residential Program*, offered annually by the CLC at the University of Ottawa (4 weeks in Ottawa, 1 in the provinces). This school is regarded as the pinnacle of Canadian trade union labour education, and students are selected on a wide range of criteria, such as prior completion of a large number of union and/or labour central courses. Union activity, experiences, and a certain level of competency are also canvassed. A close second, in terms of intensity and level of socioeconomic critique, is the Canadian Autoworkers (CAW) and Postal Workers (CUPW) 4-week, residential membership education courses.

LITERATURE AND READINGS

Unions and other organizations offering labour education usually publish course materials that students can continue to use after they leave the course. Firstly, those who enrol in courses typically receive a kit and a handbook—for example, a steward's manual or a table officers' handbook. These materials are often supplemented with intermittent publications intended to further advance training and to keep stewards, officers and activists abreast of developments and critically aware of social policy issues. Thus, education (learning) is an on-going activity for these lay representatives.

As part of our study, we are collecting a representative sample of course readings and literature. For example, course materials the CAW provides to attendees of its Intensive Basic Leadership Program include the Ontario Labour Relations Board rules of procedure; an analysis of Bill 7; a report on human rights in Columbia; and a report on labour unions in Columbia produced by a Canadian trade union delegation. The program is offered to leading CAW members at the union's Family Education Centre in Port Elgin, as part of the CAW Paid Educational Leave initiative.

WHO PARTICIPATES IN LABOUR EDUCATION?

The measure of these courses is their degree of success in preparing members and activists to deal with the concrete realities of their workplace, their union and their community. The proof of steward training, as far as the unions are concerned, is not measured in terms of some external standard of competence, but in terms of a steward's demonstrated ability to handle grievance and arbitration cases.

As a consequence, access to steward training courses is usually restricted to those who have met certain prerequisites, usually related to this type of work or activity; these can be formal or informal. For example, before attending a steward's training course, a union member may be required to attend other preparatory courses. Or entrance to steward training may be restricted to those who have "proven" their commitment to the union in any one of a number of ways, such as regular attendance of meetings, volunteer work, or picket-line duty. The Public Service Alliance of Canada (PSAC), for example, provides "prerequisites" for registrants in its Steward Advanced Training Program (SATP) in the following way:

> *A potential candidate for SATP is a steward or chief steward who has demonstrated the potential as organizer and problem-solver at the workplace by applying the basic knowledge and skills acquired on BUS [the basic course], and needs to enhance that knowledge and those skills. One who requires the competence and confidence to carry out the practical work of the local and has demonstrated initiatives in making the union a more effective force in the workplace in the areas of representation, motivation, communication and organization. And finally one who has a proven interest in and commitment to the basic premise of trade unionism, which is summarized as "people helping people."*

WHO DELIVERS LABOUR EDUCATION?

During the period spanning the late 1970s and early 1990s, there was a "back to the locals" movement in the delivery of labour education. This stemmed from a desire to replace staff representatives (the traditional deliverers of education courses) with rank-and-file instructors. Coincidentally (and perhaps by way of explanation), these years are generally recognized as a time of retrenchment in the Canadian labour movement, as unions struggled to adapt to changing circumstances imposed by restructuring of the workplace and work process, globalization, new management techniques, and unfriendly governments. Moreover, an emergent rhetoric supported a style of education delivered by members rather than paid staff, with an emphasis on popular educational techniques, including peer tutoring and student-identified problems. In Canada, the United Steelworkers have been prime exponents of this style, as the following statement from their *Program Guide* attests:

> *All U.S.W.A. courses were designed to be immediately and practically useful to students. To this end each course was developed jointly by the US.WA. Education Department and local union members with knowledge and experience in the specific office or activity covered by the course. The instructors of the courses are also local union members, chosen for their expertise and educational skills.*

Just as those who attend steward-training courses must meet certain prerequisites, so must those who teach them. Again, the prerequisites are a mixture of formal and informal requirements. Instructors may have to attend certain union-run educational programs to prepare them for teaching, or may be required to have served as a steward for a number of years. In addition, those who teach or attend steward training courses tend to be those who are acknowledged (either by union leadership or the membership) to possess the skills and desire to achieve success. Such skills include such things as experience in the "line-of-fire," "street smarts," practical wisdom, and political "savvy."

Whether offered by union staff or members, courses are most often taught in a participatory, "hands-on" manner to reinforce their practicality. Students are shown and required to handle the materials and to experience the situations for which a course is training them. They are also presented with case studies of actual situations to improve their understanding of the *do*s and *don't*s of a specific task. All courses are taught in a student-centred manner, to encourage students to speak frankly, to ask questions and to engage in discussions. This allows students to influence the direction and emphasis of a course.

This movement toward peer instructors has by no means resulted in a simplistic approach to labour education—that is, labour education is not member-delivered or controlled without reference to broader union goals (see Spencer, 1992a, 1992b, and 1992c for a discussion of some of the problems associated with this mis-reading of student-centred, Freirian, and populist labour education approaches). Today, in every major union or labour central, education is designated as the responsibility of a staff specialist or full-time officer, who is most often extensively qualified to carry out these duties, by virtue of a combination of formal education and experience. For example, educators of this description were the primary interviewees in this project.

These two tendencies (student-centred, broader union-controlled) have resulted in a variety of labour education delivery styles or protocols that now constitute a continuum. At one end of this continuum is, for example, unions such as the United Steelworkers, who insist on education provided primarily by the rank-and-file; on the other, unions such as CUPE, in which specialists deliver the majority of courses. In between, unions such as the Saskatchewan Government Employees Union deliver courses through an educational officer but rank-and-file members are responsible for facilitating such things as group discussions.

A few other observations may be made here. There is considerable emphasis on instructor training for both staff and the rank-and-file. This emphasis is evident in most large unions. Even where rank-and-file members deliver courses, they do so under the supervision or direction of specialists. The Public Service Alliance of Canada, for example, has a member instructor program which

> *consists of training members who are interested in acting as instructors within their locals....The trained members are asked to organize educational and training activities within their locals, and set up local education committees. They are sometimes asked to use this experience during union conferences or courses offered by Regional Offices.*

Several unions take this a step further. For example, while the International Association of Machinists deliver first level courses at the regional level, the bulk of their higher level training takes place at a training centre outside the country (Placid Harbor, Maryland, USA), where selected stewards and officers take courses on topics ranging from leadership and collective bargaining issues to strategic planning and train-the-trainer methodology.

OBJECTIVES AND CRITERIA OF SUCCESS

Objectives for the courses and programs were provided by the unions and centrals canvassed in this project. These objectives reflect both the broad mission (constitutional aims) of the union movement and the broad affective domain of learning (e.g., feelings of union solidarity). A prevailing theme in these objectives is the concrete demands stewards, officers, and other members face in the workplace, their union and the community. Steward training is not only the central pillar of most union educational programs, but also a microcosm of labour education in general. The vast majority of union courses do not attempt or profess to produce a "steward-in-general"; rather they seek to train *specific* union stewards (although one can argue that stewards-in-general is exactly what some Federation-run schools aim at because they take stewards from many different unions into one classroom). Great care must be taken, therefore, to avoid evaluating stewards' or any other union courses against some external standard of "training-in-general."

The measure of union courses that unions use themselves are often far from explicit but are, nonetheless, present in all cases. Written statements of intent, for instance, occur in a variety of documents and sources (e.g., constitutions, policy papers, resolutions, etc.). For example, the Education Policy of the Alberta Union of Provincial Employees specifies how a union steward trained in handling grievances is expected to perform his or her roles within the unionized work environment. Where the measures cannot be found in written form, they can be adduced through interviews and observation of specific educational experiences.

REFLECTIONS ON LABOUR EDUCATION AND PLAR

Labour education in Canada prepares members and activists to better participate in union and community affairs. It is neither the desire nor intent of the union movement to provide its members with formal qualifications or vocational skills when undertaking labour education courses. (Of course, some unions are directly involved in vocational training, outside or alongside of the unions' labour education program). Nonetheless great numbers of union members are learning a variety of skills and being introduced to knowledge that is in many cases transferable to the formal education system. It is our view that much labour education and the learning associated with union activity is deserving of recognition within the formal system.

The length and scope of this report precludes the possibility of locating Canadian developments in an international setting (see Spencer, 1998, for that discussion). It is worth noting, however, that a number of Canadian initiatives are contributing to a new international definition of labour education. The Canadian use of union members as instructors is being copied by US unions; the CAW/CUPW PEL programs provide a new model approach to membership education; and CUPE's SoliNet experiments with on-line learning (Taylor, 1996) provides another novel approach to labour education. Canadian labour education seems ready and waiting to face the challenges presented by the turn of the century. (For a comprehensive account of the development of Canadian labour education in the last century see Taylor, 2001).

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Bruce Spencer, Derek Briton, Winston Gereluk

Section A

This section outlines the general purposes of the study to explain the reasons for hypothesizing that labour education should even be considered for PLAR purposes, and to provide an idea of the framework in which we began this study.

Section B

This section describes the theoretical framework and methodology used in the project and in particular, explains our attempt to canvass a reasonably representative sample of labour education provided by and for trade unions in Canada.

Section C

This section provides an overview of the aims and objectives of labour education as provided by and for trade unions, with particular reference to differing objectives of the host trade unions themselves.

Section D

This section provides a description of steward training, which we present as one of the cornerstones of labour education in Canada. In this Section, we relate the specific details of this education to the functions and expectations which unions typically assign to these "worksite representatives."

Section E

This section completes the description of programs begun in Section D by providing an overview of the content of labour education programs provided by and for Canada's unions. Once again, as the analytic strategy is to relate education programs to the purposes of the host unions themselves, this Section begins with a listing of the most common aims and objectives.

Section F

This section provides an overview of other events and learning activities provided by and for Canada's labour unions by examining such events as conferences, schools and courses offered by other bodies, organizations and institutions that are affiliated or associated with the labour movement.

Section G

This section provides some insight into the people who are the participants (or students) for labour education by relating their descriptions of target populations to the objectives of the trade unions involved.

Section H

This section provides an idea of the people who are chosen by unions to deliver their labour education, as well as some of the reasons that are provided for these choices.

LABOUR EDUCATION IN CANADA TODAY

Learning Labour is a four-year research project that began as part of the New Approaches to Lifelong Learning (NALL) network. The Labour Education component of the project began in 1996 and has received additional funding from Athabasca University and Human Resources Development Canada (HRDC).

Research and analysis was conducted by the project team of Bruce Spencer (Human & Industrial Relations Coordinator), Derek Briton (Education Coordinator), Winston Gereluk (Human & Industrial Relations Coordinator & former Education Officer, Alberta Union of Provincial Employees), and Dilys Collier (Educational Consultant and Researcher), Ken Collier, (Director, Centre for Learning Accreditation), and Jeff Taylor, (Labour Studies Coordinator).

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A. *PURPOSE OF THE STUDY*

The Learning Labour Project seeks to provide the information that is necessary for an understanding of the content and nature of labour education in Canada today. Specifically, it will facilitate the assessment of union-provided education for the purposes of prior learning and assessment (PLAR). As such, the study primarily focused on labour education offered by a cross-section of Canada's unions, although other agencies and organizations offering labour education were also researched.

BACKGROUND: THE MEANING AND SIGNIFICANCE OF LABOUR EDUCATION

Trade unions are diverse, complex and heaped with controversy. They pursue divergent and even opposing approaches to their labour relations mandates, and provide for an equally wide range of interpretations of their purpose and operation amongst those who study them. It is therefore crucial that a study of labour education begin by identifying the key elements of theoretical framework which guided the enquiry. As well, given the guiding principles and purposes of PLAR, it is also useful to identify some of the features that allow us to distinguish and compare labour education with mainstream or "formal" education.

It is well known that education is one of the major ways in which Canada's unions fulfil their obligations to their members, as well as meeting their organizational needs. Much of the organized learning that is carried out in this respect (union education) can be categorised in adult education terms as "non-formal adult education." In addition, a large measure of the learning by union members occurs through their union activity, in the course of representing (or being represented by) their fellow members, engaging in collective bargaining, taking part in "resistance" directed at employers and governments, and organising campaigns. For the purpose of this study, these have been characterised as "informal learning."

The labour education carried out by and for Canada's unions share many common features, and one of the purposes of this study was to identify these. Labour education forms an integral part of the labour movement, and as such cannot be separated from the dynamic process whereby unions are constantly adapting to the changing demands of the changing workplace and the other environmental challenges to workers, organized and unorganised.

It follows that the majority of the aims, objectives and methods of labour education are not found in any body of easily-accessible resource materials; they must be extracted from sources such as writings and speeches of labour leaders and union staff, information sheets and newsletters, brochures, occasional manuscripts, policy papers and proceedings from conferences and conventions of the labour movement. Many are derived through inference, as a primary feature of labour education is that it is inseparable from, and crucial to, the aims of the host union and the labour movement itself. Labour education has a dynamic relationship to the ongoing life and process of the organization, of a type that is not found, for the most part, in our formal educational institutions.

One of the clearest expressions of the central role of labour education was found in the introduction to *Cahiers de formation pour les militantes et les militants des syndicats CSN*. It declares that unionism itself, as pursued by the **Confederation des Syndicats Nationaux**, is actually "a huge school":

> *Le milieu syndical, c'est un bouillon d'idées, de débats, une fenêtre toute grande ouverte sur notre collectivité et sur la carte du monde, un regard critique sur lévolution de nos sociétés, un discours et une pratique qui confrontent les valeurs matérialistes, un outil, enfin, de changement social.*
>
> *S'impliquer à la CSN, c'est souvent se découvrir des talents cachés, des ressources méconnues jusque-là, un goût pour l'action collective. C'est participer à un large débat démocratique avec des travailleuses et des travailleurs de partout et de tous les secteurs. C'est vivre d'intenses moments de solidarité et d'amitié.*
>
> *Le syndicalisme à la CSN, c'est une grande école.*[1]

This theme was repeated in a Catalogue of Educational Programs produced by the education section of the **Alberta Union of Provincial Employees** (**AUPE**), which is the largest affiliated union within the Alberta Federation of Labour. It states:

> *The objective of the Union Education program is to build the Union. It is the program through which active members—stewards, officers, contact persons, and interested members—are developed. These active, educated members are not only the strength, the bedrock of the Alberta Union of Provincial Employees; they are the means by which the Union involves all of its members and grows stronger.*[2]

THE HISTORICAL ROOTS OF LABOUR EDUCATION

Given the dynamic nature of labour education, it is not surprising that the aims associated with it are as old as the labour movement itself. In the classic The *Making of the English Working Class*, E.P Thompson provides an insight into a key historical objective of union education when he describes the formation of the Corresponding Societies and other early working-class organizations within a "class" framework. He writes:

> *By class I understand an historical phenomenon, unifying a number of disparate and seemingly unconnected events, both in the raw material of experience and in consciousness. I emphasize that it is an historical phenomenon. I do no see class as a "structure," nor even as a "category," but as something which in fact happens (and can be shown to have happened) in human relationships.*
>
> *More than this, the notion of class entails the notion of historical relationship. Class happens when some men, as a result of common experiences (inherited or shared), feel and articulate the identify of their interests as between themselves, and as against other men whose interests are different from (and usually opposed to) theirs. The class experience is largely determined by the productive relations into which men are born—or enter involuntarily. Class-consciousness is the way in which these experiences are handled in cultural terms: embodied in traditions, value systems, ideas, and institutional forms.* [3]

Thompson describes how some of the earliest corresponding societies and combinations acquired their character in response to repressive Acts and measures undertaken during the Pitt regime in England. He argues that they were key institutions in developing the consciousness of the working class, a central objective of union education that has not been lost to this day. It can be argued that the phenomenal amount of "education" that took place during the period described by Thompson made a significant contribution to the *creation* of a working class:

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[1] CSN, *Cahiers de formation: Pour les militantes et les militants des syndicats*, 1997

[2] AUPE, *Education Program*, 1986-7

[3] Thompson, E.P., *The Making of the English Working Class*, Vintage Books, 1963, p.9-10

> *The outstanding fact of the period between 1790 and 1830 is the formation of the working class. This is revealed, first, in the growth of class-consciousness: the consciousness of an identify of interests as between all these diverse groups of working people and as against the interests of other classes. And, second, in the growth of corresponding forms of political and industrial organization. By 1832 there were strongly-based and self-conscious working-class institutions—trade unions, friendly societies, educational and religious movements, political organizations, periodicals—working-class intellectual traditions, working-class community-patterns, and a working-class structure of feeling.*
>
> *From the earliest days of the labour movement, those who sought to organize workers knew that they would have to prepare for confrontation with the authorities and the state, which preserved some of its harshest judgment for those found guilty of the conspiracy of "combination." They saw just as clearly, that the struggle for the hearts and minds of the working class was one of the most important aspects of the working class struggle, and therefore attached considerable importance to the earliest forms of labour education.*[4]

We could not expect the aims and objectives of this educational process to be made explicit during the period in which they emerged. It is only with the advantage of historical hindsight that we are able to identify them and associate them today with the process we call labour education today. On the one hand, the labour education of the 1760-1840 period was a broad-based endeavor involving a whole class that was learning its historical "lessons" on the factory floor and in the streets. This "labour education" encouraged participants to interpret their experience within the framework of a whole new set of ideas provided by such leaders as Lassalle, Marx, Proudhon, Engels, Place and others. In much the same spirit, the **Confederation des Syndicats Nationaux (CSN)** is quite clear that one of its objectives is the creation of the new person in a new society:

> *Dans notre monde en èvolution rapide, engendrée par le progrès de la science et de la technologie, les structures sociales ont tendance à écraser l'homme et à faire de lui, par des méthodes et des procédés déshumanisants, un objet d 'exploitation et d'asservissement. C'est pourquoi, la présente déclaration des principes veut susciter chez tous les travailleurs une volonté commune de transformation de leur milieu de travail et de la société. La CSN entend regrouper, dans la solidarité, tous les travailleurs pour la difficile tâche d'une société à bâtir qui soit respectueuse de l'homme, de sa dignité, de sa liberté et de ses droits.*
>
> *La CSN entend maintenir vivant son effort d'adaptation aux conditions changeantes de la société, tout en restant fidèle aux aspirations profondes des travailleurs et aux valeurs caractéristiques du monde ouvrier.*
>
> *La conception de l'homme, du syndicalisme et de la société qu'elle formule dans la présente déclaration des principes ouvre des perspectives illimitées à l'action syndicale. C'est pourquoi la CSN croit que l'avènement d'une communauté d'hommes libres et responsables ne peut se réaliser que par la concertation de toutes les forces dynamiques et démocratiques de la société.*
>
> *La CSN croit que le développement de l'homme et de tous les hommes revêt des dimensions non seulement matérielles et techniques, mais aussi spirituelles et morales. Respectueuse des convictions*

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[4] Ibid, p.194-5

> *philosophiques et religieuses des travailleurs, elle veut s'ouvrir à tous les travailleurs qui souscrivent à la présente déclaration des principes.*[5]

In the same way, the "labour education" of those earlier days emerged as a process through which a cadre of working class "leaders" was developed. "Working class intellectuals"—a term still favored by **Fred Wilson** of the **Communication, Energy & Paperworkers' Union (CEP)**—develop their analysis, strategies and tools in the process of reading, discussion, and, perhaps most importantly, in the process of interpreting the experiments in working-class struggle, for which the English Industrial Revolution was providing the classroom.

This labour education process, the development of a "class consciousness," re-emerged wherever an industrial working class was created, for example, in North America, within early organizations such as the Provincial Workingman's Associations and the Knights of Labour. It is not surprising to see it in the aim statements of the Industrial Workers of the World (the "Wobblies"), a radical labour formation that arose in Western Canada in the early part of the 19th Century. The Wobblies went to great lengths to overcome ethnic, religious and other longstanding differences separating workers in their effort to build a consciousness of the working class:

> *Wobbly halls functioned as mail drops and dormitories for itinerants. Most locals provided job information, and Prince Rupert's hall even functioned as an employment agency for unskilled workers. The Vancouver local appears to have furnished some medical services … Camaraderie was an important dimension of the IWW's appeal, and Wobbly halls were one of the few social centres, apart from bars and brothels, that were part of the itinerant's experience. At the Vancouver hall workers could swap tales about life on the road in the club room, read Marxist classics or copies of "nearly every Socialist and revolutionary paper of the world" in the library, or listen to regular lectures on revolutionary industrial unionism … If the IWW was fighting ultimately for revolution, it never lost sight of the need to secure immediate improvements in the working conditions of its members … Wobblies believed that workers would join a union which promised them immediate benefits; once members, the itinerants could be indoctrinated with revolutionary propaganda. In addition it was valuable to fight for immediate improvements because each strike trained the workers for the general strike …*[6]

This same political element of unionism is described in somewhat different terms in the Statement of Principles provided by the **Canadian Auto Workers' Union** (CAW): [7]

> ***Social Unionism***
>
> *Our collective bargaining strength is based on our internal organization and mobilization, but it is also influenced by the more general climate around us: laws, policies, the economy, and social attitudes. Furthermore, our lives extend beyond collective bargaining and the workplace and we must concern ourselves with issues like housing, taxation, education, medical services, the environment, the international economy:*

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[5] CSN, *Declaration des Principes de la CSN*

[6] *McCormack AR (1983)* The Industrial Workers of the World and Militant Industrial Unionism. History of Canadian Labour *Unit II, Athabasca U. from (McCormack, 1983, p.252*

[7] CAW, *Statement of Principles*, 1996

> *Social unionism means unionism which is rooted in the workplace but understands the importance of participating in, and influencing, the general direction of society.*
>
> ***Building Tomorrow***
>
> *Unions were born out of struggles to change the status quo. Our successes extended progress beyond unions themselves, and our struggles became part of a Social Movement for a more humane society here and for peace and justice internationally. These struggles were first steps towards developing the confidence that change is possible and that our vision of society is not just a dream.*
>
> *We are proud of the leadership role we have played, aware of the difficulties continued progressive change will face, and committed to building the social solidarity that can take on this challenge.*

A focus on collective, as opposed to individual, interest is another important feature of labour education, one that distinguishes it from the dominant, liberal-humanist tradition that informs mainstream adult education practice. Australian adult educator John R. Whitehouse, has gone to great lengths to define labour education as distinct from adult education in his essay "Labour Education: Developing Concepts and Dimensions" (1979). He summarizes:[8]

> *In this search for definition and identification of labour education, I further suggest that it is useful to reiterate points of difference in objectives that distinguish labour education from the more traditional objective of general adult education. I offer the view that these differences may be found in aims and activities of a collective nature, using collective approaches and techniques, rather than the personal development, including upward job mobility goals of traditional fields of education, though both may result from a labour education experience.*

Labour education has historically emphasized a collectivist orientation, and has therefore placed little value on education for career advancement; and this must be seen as a major feature which distinguishes it from the formal mainstream. Neither has labour education given much attention to "labour capital" objectives; for example, training for skills required by the labour market or life in society. It is noted, however, that members of trade unions have often expressed a need for it, and some unions have incorporated elements of it in their programs. The primary emphasis of labour education has been on forging collectivist thinking, providing skills necessary for service to the members, and increasing the levels of participation in the union movement by the rank and file members.[9]

LABOUR EDUCATION TODAY

It is not widely known that Canada's unions and associated labour organizations are the major providers of non-formal education in this country. Nor is there widespread appreciation of the quality or the education being offered by them. A possible explanation can be found in the lack of recognition by and linkages with this country's formal educational institutions, particularly with its colleges and universities. One of the aims of this Project has been to correct some of this ignorance, and in the process, to provide the information basis for linkages that could ultimately have an effect on the admission practices of formal education institutions.

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[8] Based on University of Alberta, *Labour Education in Alberta*, a Thesis submitted by Carol Arnold to the faculty of Graduate Studies and Research in partial fulfilment of the requirements for the degree of Master of Education, Department of Secondary Education, Edmonton, Alberta, Fall 1989)

[9] *Ibid*

Since the appearance of "Educating Union Canada" [10], an article written in 1994 by Bruce Spencer, there has been renewed interest and understanding of labour education as an important aspect of adult education in Canada. With more than 120,000 participants per year taking part in forms of labour education, Spencer describes it as Canada's most popular form of non-formal, non-vocational adult education.

Friesen (1994) has reflected on its historical significance as a contributor (or otherwise) to developing working class culture. D'Arcy Martin (1995, 1998) has provided some insights into teaching objectives and the adoption of popular education methods in labour classrooms—illustrating the labour movement's contemporary contributions to sustaining workers' culture. Taylor (1996) has discussed the impact of on-line learning on labour education and the CASAE/ACCEA edited collection *Learning for Life: Canadian Readings in Adult Education* (Scott et al., 1998) has speculated on the new directions labour education may go in the twenty-first century (Spencer, 1998b). Jeff Taylor's *Union Learning: Canadian Labour Education in the Twentieth Century*, published 20001, is the first and most comprehensive account of the development of Canadian labour education. There are studies from OISE linking education for work with labour education (both non-formal and informal) and union activism at a local level (Sawchuk, 1997; Livingstone and Roth, 1997). These studies, and others not listed here, are not always connected, but they do add up to a resurgence of labour education scholarship.

The problems of defining and describing labour education were discussed in Spencer's 1994 article. For our purposes it is enough to propose that this educational concept should include all union and independently provided education designed to support and build union activity and culture. As such, it should not to be confused with "workplace learning," which is essentially aimed at producing workers as human resources. This study concentrates on union-provided education and focuses on aspects of this education that have become more apparent because of the renewed interest in prior learning assessment and recognition (PLAR).

We discuss steward training within the context of overall provision, special events and schools, literature and readings, participants and instructors, objectives and criteria of success. In the process, we have found it necessary to go beyond the activities of unions and their affiliates, to mention organizations and institutions that make an important contribution to the overall effort of unions to provide labour education.

STRUCTURE OF THE REPORT

This Report organizes the results of two years of research and data collection in accordance with the purposes of this particular project, and in accordance with the overall objective of the NALL with respect to PLAR. It was not a simple matter of identifying the courses and educational events provided in the field of labour education. To satisfy the issues surrounding the granting of credits, it requires a proper appreciation of the nature of these educational experiences. For this reason, the material is presented in the following order:

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[10] Spencer, B.,"Educating Union Canada," *Canadian Journal for the Study of Adult Education* 1994,

Section I

This section provides an overview of the delivery methods that are employed by trade unions for their labour education courses and activities, together with the rationale for these practices.

Section J

This section examines aspects of the labour education program of the Communications, Energy & Paperworkers' Union of Canada in some depth.

Section K

This section concludes the report by providing conclusions and observations.

The Appendix

This section contains a table in which we have attempted to summarize vital information collected during the course of this project.

B. METHODOLOGY & SCOPE OF THE STUDY

Research for our Labour Education project was conducted into the educational activities and learning experiences currently being offered or taking place within a cross-section of unions, labour organizations and other associated organizations across Canada. Given the large number and variety of organizations in this field, it was never intended that this study should be either exhaustive or intensive. Our aim was to identify, describe and, to some extent, explain the non-formal and informal learning that is either explicitly part of, or in a more general sense, is associated with activity in labour unions. One practical final objective was to relate these to credits within the formal educational system, in particular to labour studies and labour relations courses in colleges and universities.

DEFINING THE SUBJECT MATTER

Our work was shaped by the understanding that labour education spans a range of "tools," "issues" and "labour studies" courses which, with only a few exceptions, have few linkages to college and university credit courses. We began with the understanding that the education programs and the extensive learning of union members is not generally recognized for credit by the formal educational system, and we based our research on the hypothesis that a valid argument could be made for extending some recognition. Our mission was therefore to provide an overview of the field that would allow aspects of labour education to be related to some of the accepted criteria for recognition and credits by post-secondary education.

We began by surveying the most obvious subject matter, the core labour education courses and activities that most closely resemble formal education for which credit is being granted. We extended the scope of our investigation to include other educational events and experiences organised by unions and labour organizations for their members; some that are offered by the unions themselves, and others that are offered by outside agencies. We even looked at some of the closely related workplace courses that unions and other bodies offer to their members, including areas such as basic education and language training, health and safety, and vocational issues. It was found that these too had a "learning labour" content that was relevant to this study. Finally, we related our findings to some of the informal learning associated with union activity: i.e., the knowledge, skills and understandings gained from running meetings, advocacy, representation, leadership and democratic processes and the insights gained into understanding concepts such as "incorporation" and "independence," as they apply to labour relations.

In Educating Union Canada,[1] Spencer delimits labour education to the following:

> courses lasting at least one-half day (omitting short talks and new member orientation sessions)
>
> all weekend, evening and daytime courses up to and including the 8-week Labour College of Canada residential school

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[1] Spencer, Bruce,"Educating Union Canada"

courses controlled by unions and targeted at their members, union representatives and officials

courses designed to enhance union effectiveness or develop union consciousness; and all courses for union members excluding specific job ("vocational") training

In addition, this Project has employed the analytic framework for categorizing labour education activities of unions, which Spencer provides in his article.

Social Education

A key aspect of union-controlled labour education is that it is "social," and therefore challenges the essentially "personal" paradigm on which much formal education is based. Put in another way, the purpose of labour education is bound up in such concepts as "service" and "representation"; i.e., union members become "educated" so that they can better serve their fellow members and the union in the workplace. The single most important goal of labour education, then, is to advance or build the union, and to advance the interests of working people and the labour movement. Unions have a relatively small staff complement, and therefore must rely on their rank-and-file members, particularly workplace activists, to do the majority of work required to maintain and advance the union. More fundamentally, however, this feature of union education is closely allied to the goal of "empowerment" which, in this case, has a collectivist connotation. The categories below must be read in this light.

Tool Courses

The bulk of union-controlled "labour education" provided for union activists is primarily aimed at preparing members and representatives for active roles in the union. These are normally offered "in-house" by the unions themselves, and sometimes in collaboration with labour councils, Federations of Labour or the Canadian Labour Congress (CLC). Only rarely are they offered through or with a formal educational institution.

Issues Courses

Awareness-raising courses and activities are focused on developments or issues in the socio-political environment, which are affecting the union and its members; for example, privatization, contracting-out, free trade, new management strategies, racism etc. This "issues" or "awareness" education often develops into "tool" training, as unionists are provided with the skills and knowledge necessary to deal with the issues.

Labour Studies

This type of education is intended to broaden the union member's awareness of the nature and context of labour unionism. The "flagship" has been the Labour College of Canada's 8-week (now 4/5 weeks) in-residence program, at which selected activists receive university-level training in five disciplines: history, economics, sociology, labour law, and politics. In 1993 the Labour College entered into an agreement with Athabasca University to offer an introduction to labour studies in a distance education format (3-credit university course).

Dedicated Programs

In some cases, unions or labour centrals have entered into agreements ("partnerships") with formal post-secondary educational institutions to offer courses ranging from tool to labour studies to their members. Although there is union participation in decision-making, these programs are not normally union-controlled.

Worker Education

This category of union-controlled education "includes a wide variety of courses and activities conceived by and delivered specifically for workers. It includes such areas as literacy, basic skills and workforce adjustment training; which in some cases, may be related to the PLAR objectives of our Project.

Other Forms of Labour Education

As a result of unions developing their technological capabilities and resources, labour education is being offered in ways that does not involve traditional classroom settings or courses. For example, unions are turning more and more to the media to deliver their messages and training. For example, Fact Sheets and Self-Help publications are being published on the Internet, and there is even some limited production of radio and television programming.

In addition to providing a broad overview that would allow a greater appreciation of the labour education provided by and for Canadian trade unions, this Project provides the basis for at least one immediate, practical outcome; i.e., a schema or matrix that would facilitate the linking of labour education to college and university credits. Granting of credits for some of the labour education, we believe, would act as an encouragement to working people to engage in existing credit courses, which may be of benefit themselves and their organizations. Granting credit, a form of advanced standing, acknowledges that what they have learned from their labour education and related experiences is valuable and important and can form the basis for further "formal" education.

Defining the Canadian Union Movement

In 1997, there were approximately 4,074,000 union members in Canada, according to Labour Canada.[2] This represented about 34 per cent of the total non-agricultural workforce. 2,671,150 or 65.6 per cent of all unionized workers, belonged to the Canadian Labour Congress (CLC), and this has also increased since 1997, as the Canadian Federation of Labour has ceased to exist, with many of its affiliated unions joining the CLC. The membership of the other large central union organization, Quebec's Confederation des Syndicats Nationaux (CSN) remained fairly constant at about 251,500, or about 6.2 per cent of all unionized workers. With mergers and related developments, membership of "independent" unions declined in 1997 to about 831,300, or about 20.4 per cent of the total.

The structure of the Union movement contains several divisions in organization, industrial sector, geographical location and approach. Most relevant to this study is the distinction between

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[2] All information in this section is taken from Labour Canada, Workplace Information Directorate, *Directory of Labour Organizations in Canada*, Ottawa: Canadian Government Publishing, 1997.

"**national**" unions (those based solely in Canada) and "**international**" unions (those affiliated with a union in the United States). For the purpose of this study, it is worth noting that, while the education programs of "national" unions are directed from Canadian locations, the programs and staff of international unions tend to be situated in the United States, with varying degrees of discretion and control extended to staff and membership in the Canadian district(s). As illustrated in the table below, the trend in the closing decades of the Twentieth Century has been overwhelmingly to Canadian unions. As well, only a small percentage of the union membership is in unions and associations with only a local or regional basis.

Another distinction exists between unions that are **highly centralized** and those that operate more as "**federations**." Unions such as the Canadian Autoworkers and the United Steelworkers of America are typical of the first type, although even these allow considerable autonomy to their local units. The latter is represented by such unions as the Public Service Alliance of Canada (PSAC) and the National Union of Public and General Employees (NUPGE). NUPGE, for example, is the second largest union in Canada, with 320,000 members, and describes itself a "family of 13 independent unions," primarily provincial public sector unions that have grown from a core of provincial government employees. Responding to the developments of the last two decades, all of these unions have a large and growing number of members who work for private businesses. NUPGE describes its mission in the following terms:[3]

> to monitor provincial and federal labour laws and developments
>
> to analyze restructuring of social programs and public services
>
> to report on and contribute to legislation affecting the workplace
>
> to give our members a national presence through participation in the Canadian Labour Congress and internationally through Public Services International
>
> to develop and share successful bargaining strategies with our component unions
>
> to contribute to a national framework of services and solidarity to benefit all Canadian workers

The Public Service Alliance (PSAC) consists of the following components, each of which takes a considerable amount of responsibility for providing education to its members:

Agriculture Union
Canada Employment and Immigration Union
Customs Excise Union Douanes Accise
Environment Component
Government Services Union
National Component
National Health and Welfare Union
Nunavut Employees Union
Union of Canadian Transportation Employees
Natural Resources Union

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[3] http:\\www.nupge.ca

Union of National Defence Employees
Union of Northern Workers
Union of Postal Communications Employees
Union of Solicitor General Employees
Union of Taxation Employees
Union of Veterans' Affairs Employees
Yukon Employees Union

Closely related to this division is the distinction between those unions and centrals that are solely based in Quebec and those that have membership in other parts of the country, including Quebec. To insure that this division was accommodated, a special effort was made to acquire information from the Confederation des Syndicats Nationaux (CSN), as well as the Federation des Travailleurs et Travailleuses de Quebec (FTQ).

Another major distinction from the point-of-view of this study was between **industrial** unions (those that contain a mix of occupational classifications, organized on a heterogeneous basis as provided by labour legislation), and **craft** unions (those organized around single occupational categories or trades). The former tend to include all public sector unions, as well as most of those involved in the blue collar industries, whereas the latter primarily includes construction workers, as well as some professional workers (e.g., nurses). Finally, it must be noted that developments in the 1980s and 90s have severely eroded the distinction between **public** and **private sector** unions. This "jurisdictional basis" has become increasingly obfuscated, because even unions such as the Public Service Alliance of Canada, and the Canadian Union of Postal Workers have been compelled by privatization, divestments and other initiatives typical of the last two decades of the Twentieth Century to go beyond their initial single employer and public sector status. As industrial unions move outside of their home industrial base and as the public/private distinction blurs, many unions in Canada can better be described as **general** unions.

Beyond these traditional categories, it is virtually impossible to classify the unions in the Canadian labour movement. The distinction between the more conservative "**business**" unions, which generally express an accommodative agenda, and the more "**social**" unions, which espouse a "transformational" agenda, may be relevant to the focus of this study. However, no attempt was made to slot any union into either of these or similar categories.

In selecting unions for this study, a concerted effort was made to include a selection of the largest unions (see list below). Not only do the largest unions contain an overwhelming majority of the total membership in Canada; they also tend to be the unions with the most specialized and extensive educational programs. The two largest central labour organizations in Canada were also canvassed.

PREPARATION AND INITIAL CONTACTS

The project relied on interviews, course guides literature, resources, and other forms of co-operation from individual unions and labour centrals; unions such as CEP, Steelworkers, CAW, CUPE, PSAC, and AUPE, and labour centrals at the local, provincial and national level. It was also be linked to the work of the Labour College of Canada, and a new CLC training initiative, with which Athabasca University already has some links. A wide range of materials and responses was collected from a large number and variety of sources. These include trade unions, union locals, employee associations, labour centrals and other organizations, agencies and consortia. They also include a number of business and educational institutions that deliver basic labour education to unions and union members.

Data was collected from all participating organizations relating to the range, nature and duration of labour education courses and programs and to informal learning within those organizations. It was also linked to data gathered from colleges and universities offering labour studies and labour relations courses. Eventually a matrix or schema will be suggested for linking learning labour to credit. This schema will be discussed with all the participants.

From the beginning, we understood that our research project would have to be limited to a few manageable objectives. For example, we decided to:

- focus on only a few of the major features shared by education programs and activities that would be typical of labour education
- attempt to canvass only a representative number of unions in Canada, based on such variables as size, structure, jurisdiction and affiliation
- canvass only a few of the other providers of trade union education; for example, labour centrals and organizations associated with trade unions that make a significant contribution to their education programs
- do little more than acknowledge the existence of other workplace-based courses typically offered to union members; for example, basic education and language training, health and safety, and vocational training
- employ some of the standards and procedures developed in conjunction with PLAR, particularly with reference to labour studies and labour relations courses

A contact list of unions, labour centrals and other related organizations was drawn from the Labour Canada publication, *Directory of Labour Organizations in Canada*,[4] as well as the *Directory of Affiliates* provided by the Canadian Labour Congress (CLC).[5] Additions were made to this list over the course of interviews and literature searches.

While our primary targets were unions, we also selected a number of other organizations offering labour education for and with unions; for example, the JUMP Program offered through BC Forest Renewal, the Metro Labour Education Centre in Toronto, the Canadian Steel Trades and Employment Congress, Vancouver's Capilano College, as well as such "outsiders" as the law firm of Sack Goldblatt in Toronto.

Initial selection was made in September 1997, and introductory letters were sent with survey questionnaires to a total of 65 organizations during the first week of October 1997. Labour educators, other staff, and in some cases, elected officers, were asked to respond to a survey and provide materials that contain information on courses, programs and other educational activities, aims and objectives, target populations, etc. They were also asked for any policy statements, resolutions, or statements that could shed light on the aims, standards and criteria guiding these activities, as well as any research into the educational needs and activities of their members. In this way, attention was given to other activities of union, as it was often impossible to clearly distinguish these from the putative educational offerings.

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[4] Labour Canada, *Directory of Labour Organizations in Canada*, 1998

[5] CLC, *Directory of Affiliates*, 1997

Prompts and reminders were sent in February 1998 to all organizations that had not responded to our original requests for information. These letters asked them, once again, to complete and provide:

> the survey questionnaire
>
> materials and documentation describing and relating to their courses, programs and any other educational activities
>
> a commentary on their education programs; its aims and objectives, the participants, etc.
>
> policy statements, resolutions, or any published material which provides insight into or explains the standards and criteria by which you judge the value or usefulness of these educational activities; for your members, your organization, and any broader aims and expectations
>
> studies or any empirical research into the educational needs and activities of union members, union or affiliated organization, and to advise if they were aware of any such research conducted by universities, government or independently?

Responses to both the initial requests and the reminders were disappointing. Telephone calls and in-person visits proved to be a more reliable method of acquiring the information and materials that were requested in the introductory letter and survey.

THE INTERVIEWS

Interviews were conducted with key individuals in a large number of the organizations, selected on the basis of their size, structure, jurisdiction, industrial sector and affiliation, as well as availability and accessibility. The first objective in these interviews was to acquire as much information and insight into that organization's labour education as possible through face-to-face interaction. The second was to collect required materials. Thirdly, the interviews were crucial to completing our Contact list.

These face-to-face contacts proved to be the most productive source of information, as once the interviewees understood the nature and intent of our quest, they usually became most co-operative, providing insights and documentation that might not have otherwise come to light. Interviews became an invaluable source of insights and information. Of particular value was the literature that is published for these programs; it contained much of the information required by a study such as this.

Interviews were conducted with selected officers and staff members in 38 organizations, even though our initial objectives were much more modest. As with any such project, one source of information would invariably lead to another. Interviewees were asked about the organization and the labour education they offered, their views or perspectives on labour education, and critical views on PLAR, our labour education project, and post-secondary education in general.

Questions About the Organization & Its Labour Education Offerings:

Please describe your organization: i.e., some history, size, structure, type of members, relationship to members (i.e., the way the union organizes, services, mobilizes, its members) recent developments, etc.

Please describe the training/labour education your provide (after briefly describing what I mean by these terms: foundation or "tool" courses; components of other courses, programs, or activities; issues or "political" courses; labour studies courses and activities; basic educational courses and programs.

Please explain why you offer these; i.e., what are your aims and objectives in each case?

To whom do you target for training/labour education?

How do you educate and train? Describe some of the methods you employ or prefer.

How do you work with (collaborate with) other institutions and organizations to carry out your labour education program? Please describe.

Can you identify any developments or changes which are/will be affecting your labour education program?

The Organization's Views or Perspectives on Labour Education

In your view, what are some of the features of labour education which differentiate it from the type of formal education offered in schools and post-secondary educational institutions? Aims & objectives? Content? Methods employed?

In relation to above, and to the aims of the PLAR process and our sub-project in particular, what value do you and the union members your communicate with see in formal post-secondary education? I.e., is there any value in facilitating access through PLAR?

If a PLAR process is ever applied to your labour education program, what arguments do you believe should be raised for and against comparability with formal credit courses?

If a PLAR process is ever applied to your labour education program, what are the benefits? the dangers? the inconsistencies? that should be recognized when implementing PLAR for labour education?

Recognizing that "Peer Training" is being implemented extensively in labour education, what are your views on its desirability, methodology, problems that could emerge (e.g., doing college instructors' bargaining unit work).

Interviews were conducted with the following individuals. (Note: while valuable assistance was often provided by others in the organization, only primary contacts are listed below):

Alberta & N.W.T. Building Trades Council: Robert R. Blakely, President

Alberta Federation of Labour: Audrey Cormack, President

Alberta Union of Provincial Employees: Winston Gereluk, Union Representative, Education

British Columbia Federation of Labour: Phillip Legg, Director, Legislation and Research

British Columbia Teachers' Federation: Kathleen L. MacKinnon, Assistant Director, Organization Support

Canadian Labour Congress: Daniel Mallett, National Coordinator, Program Development

Canadian Labour Congress, Pacific Region: David Rice, Regional Director

Canadian Steel Trade & Employment Congress: George Nakitsas, Executive Director

Canadian Union of Postal Workers: Dave Bleakney, National Union Representative

Canadian Union of Public Employees: Calgary Office; Judi Armstrong, Educational Director, Alberta Division

Canadian Union of Public Employees, Ottawa: Ray Arsenault, National Director, Education

Capilano College, Labour Studies Program: Linda Sperling, Coordinator

Communications, Energy and Paperworkers' Union of Canada: Bob Hatfield, Executive Assistant to the President; Andre Letarte, Education Director; Keith Newman, Research Director; Julie White, Researcher; Brian Kohler, Occupational Health & Safety Representative

Communications, Energy and Paperworkers' Union of Canada, Western Region: Fred Wilson, Communications Director; Dave Shaub, Union Representative; Dave Coles, Union Representative/Organizer

Confederations des Syndicats Nationaux, La CSN: Bernard Fauteux, Service de la Formation; Paul Fortin, Conselier, Service de la Formation

Conseil Central du Montreal Metropolitan (CSN): Gagnier, Conselier, Service de la Formation

Edmonton & District Labour Council: Alex Grimaldi, President

Federation des Travailleurs et Travailleuses du Quebec: Johanne Deschamps, Directrice du Service de l'education et responsible de la formation

Grain Services Union of Canada: Martin D'Entremont, Alberta Representative

Ground Zero Productions: Don Bouzek, Producer

Industrial Wood & Allied Workers of Canada: David Tones, Third Vice-President

International Association of Firefighters: Sean McManus, Canadian Director

International Association of Machinists & Aerospace Workers: Rob McKinnon, Business Representative, Lodge 99, Edmonton

International Longshoremen's & Warehousemen's Union: Mike Isinger, 2nd Vice-President

International Union of Operating Engineers: Matt McGinnis, International Representative

Toronto Metro Labour Education Centre: Gail Carrozino; Trish Stovell; A. Wierzbicki

National Automobile Aerospace Transportation & General Workers of Canada: Hermann Rosenfeld, Education Director; Ken Luckhart, Representative

National Union of Public & General Employees: National Education Committee

Ontario Federation of Labour: Sandra Clifford, OFL Education Director

Ontario Federation of Labour Basic Education for Skills Training: Debra Hutcheon, Director of Training & Administration

Ontario Public Service Employees' Union: Jim Onyschuk, Education Director

Public Service Alliance of Canada: Terri-Lee Reyvals-Mele, National Coordinator, Education

Pulp, Paper & Woodworkers of Canada: Garry Worth, President

Sack, Goldblatt, Mitchell Barristers & Solicitors: Judith McCormick, Associate

Saskatchewan Government Employees' Union: Sharon Hurd-Clark, Education Officer

Service Employees' International Union: Adrianna Tetley, Education Coordinator

Simon Fraser University, Centre for Labour Studies: Tom Nesbit, Coordinator

Telecommunications Workers' Union: Linda Tait, Business Agent, Education

Transportation-Communications International Union: Maureen Prebinski, Director of Education

Union of Needletrades Industrial & Textile Employees: Jonathon Eaton, Researcher

United Food & Commercial Workers' International Union: Victor Carrozino, Representative

United Food & Commercial Workers' Local 2000 Training Centre: Kelly Sinclair, Director

United Nurses of Alberta: Trudy Richardson, Education Officer

United Steelworkers of America: Wayne Skrypnyk, Staff Representative

Vancouver District Labour Council: John Fitzpatrick, Secretary-Treasure

Materials Collected

Collecting and organizing the information and materials soon became a problem, as the Project generated enormous amounts of information and material. The challenge is to store and organize it in form that can be useful to our overall objectives as they relate to PLAR.

In particular, we have acquired a collection of "hard copies" of program and course materials that describe or are employed in the labour education being surveyed. Those materials may be grouped into the following categories:

Brochures or Booklets

describing the program or organization through which labour education is being offered. These are useful, as they usually provide, in summative form, some of the background information that we require about the organization, its overall programs, and its general objectives, and procedures. These documents also will often contain evaluative information, albeit in a sketchy form.

Program Guides or Calendars

that provide much of the standard information that is found in calendars published by formal post-secondary educational institutions (once again, in a somewhat sketchy form): i.e., some general information about the program or institution and its objectives, a listing of courses with descriptions, information and forms relating to registration procedures, instructions and guidelines for the student, etc.

Course Outlines & Course Notes

most often bulky and written either as Course Guides intended for the students' use, or as Instructor Notes which contain much of the information required to answer questions about content, teaching methods, standards, etc. that may relate to PLAR objectives.

Manuals and Handbooks

in some cases written to serve as Course Guides, but in other cases, are meant for more general distribution. The most common manuals are those prepared for officers and stewards.

Course Readings or Background Notes

again, written almost exclusively for a specific course, but often become "stand alone" union publications.

Conference, Convention, & Seminar Materials

as these events form an integral part of labour education, background materials, proceedings, etc are of interest to our Project.

Other Books and Materials

that are employed in a labour education context, but are produced for other reasons. For example, unions will employ printed material produced by *Labor Notes*, or videotapes produced by a variety of organizations. As well, since labour education is so closely integrated with union activities, material from other union activities is often imported into the educational activities.

Survey & Interview Results

These provided the necessary direction for a refinement of the Project framework, with a better understanding of what is required to properly survey and evaluate labour education programs and activities provided by unions and affiliated organizations across Canada.

Developing a Matrix

The focus was on information that is required to form a "matrix" or schema to eventually link labour education and other experiential learning with credit courses at colleges and universities, and towards this end, we are compiling:

> a Database to organize and manage information for the final Report, and just as importantly, to provide the basis for a matrix through which we can relate specific features of labour education to PLAR objectives.
>
> a sample questionnaire as a tool for organizing findings of the Labour Education Project in a way that will allow us to relate specific learning activities and outcomes to the kind of objectives that might appear in a PLAR portfolio.
>
> a collection of "hard copies" of program and course materials which includes brochures, booklets, program guides or calendars, course outlines and course notes (both for Students and Instructors), manuals and handbooks, course readings and background notes, conference, convention and seminar materials, and any other books and materials employed in a labour education context.

Note: Near Disaster in 1998

Our project design required a large number of interviews to be conducted in a limited time frame, with travel kept to a minimum. Thieves in downtown Vancouver caused a near-disaster, therefore, when they broke into the interviewer's car on Canada Day 1998, and made off with a briefcase containing his laptop computer, as well as a number of notebooks, both of which contained notes from approximately a dozen interviews that had just been conducted in Quebec and British Columbia. Happily, the thieves were not interested in the literature collected during these interviews, and we were able to recover and use some of these documents to reconstruct some of the missing results.

C. AIMS & OBJECTIVES OF LABOUR EDUCATION

Labour education does not readily lend itself to comparison with mainstream, formal education, because its aims and general objectives are fundamentally different, in most respects. An appreciation of these aims is crucial, therefore, before any attempts can be made to evaluate specific educational experiences for credit equivalence. Happily, material for this aspect of our Project was most readily available; the majority of course manuals and program catalogues state them clearly, and the representatives of the unions and centrals who were canvassed were certainly willing to and able to talk about them. Labour education is clear and fully "self-conscious" with respect to its role and mission.

COMPARISON WITH FORMAL EDUCATION AS AN ANALYTICAL STRATEGY

Early in the research process, it became evident that there was extensive agreement amongst union officers and representatives about the aims, objectives and purposes which distinguished labour education from formal education. In summary, the objectives provided for the courses and programs that make up courses and other common labour education events appear to:

> reflect the broader "mission" or constitutional aims of the Union, whereas aims expressed for formal education tend to be more autonomous
>
> emphasize a common "affective" domain as a primary aim of labour education; for example, feelings of "union solidarity," a determination to build the union, etc., whereas formal education tends toward cognitive and skills training that are exclusive of this domain
>
> reflect aims of labour unionism that are infused with the concept of "service"; i.e., to the organization, to fellow workers, to the working class, to society, etc. This may be contrasted to the possessive individualist (self-centred) aims and objectives of formal education
>
> utilize and adhere to principles and techniques of adult and popular education, not just as "means," but as "ends" of labour education in themselves. A large number of the interviewees were ex-teachers/college instructors, who commented that they found it difficult to detect any significant attachment to these principles in formal educational practice

A prevailing theme in the statements of objectives for labour education relates to the *concrete demands faced by stewards, officers, and other union members in the workplaces, unions and communities*. In other words, the aims of labour education offered by unions can be largely expressed as the aim of those labour unions or organizations themselves. This was most clearly expressed by **Johanne Deschamps, Director of Education for the Quebec Federation of Labour (FTQ)**, who described the lengthy process undertaken by the Education Committee of her Federation to define the general aim of their system of labour education. The following explanation is included in a discussion paper supplied by the FTQ:[1]

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[1] FTQ, *Réflexion sure la formation syndicale à la FTQ*, Septembre 1995

Cet objectif se définit comme étant une appropriation collective par les militants et militantes des pratiques, du savoir et des valeurs de leur mouvement en vue d'une action syndicale plus efficace. On peut s'interroger sur la constance du lien entre la formation et les objectifs du mouvement. C'est le débat que nous avons souvent connu et qui est universel entre la formation de techniciens et techniciennes plutôt que la formation d'agents et d'agentes d'action et de changement don't nous sommes porteurs. La rapidité des changements que nous connaissons dans nos milieux, et que nous continuerons à connaître, met maintenant davantage de pression sur la capacité de notre système de formation à mieux préparer nos militants et militantes à aborder les nouveaux problémes et à gérer les changements que nous provoquons ou subissons. En même temps, la personne qui participe à la formation peut et doit développer ses capacités, évaluer sa propre évolution et celle du mouvement et préciser son rôle dans le mouvement.

A major objective of labour education relates to the "making of class consciousness" (as explained in the Report's Introduction), a theme that was repeated in one form or another, by virtually every education officer who was interviewed. It was articulated most clearly by **Fred Wilson, Communications Officer for the Mountain Region of the Communications, Energy and Paperworkers' Union (CEP)**, who argued that the objectives of labour education largely reflect the dominant principles, values and goals which working people have established for themselves, their families and their societies, during the course of their history. These objectives refer to the view that these workers have of themselves, their work, their employer, and their place in society and history; in other words, labour education is about "world-view." What we refer to as "education," says Wilson, is an attempt by leadership to project a "world-view" that challenges the dominant view that justifies and reinforces the exploitation and degradation of work and workers. It is never simply a case of expressing this "alternate" world-view, however; it must be asserted through concrete experiences and actions in which workers and their organizations challenge employer control through such day-to-day activities as grievance handling, occupational health and safety committees, and collective bargaining. This important aim of labour education grows out of "people in action."

Gail Carrazino of Toronto's Metro Labour Education Centre (MLEC) confirmed much of this approach to education, and added a critical perspective that was also reflected in numerous other interviews. Unlike "mainstream" education, which reproduces the dominant systems and approaches of our society, she said, the purpose of labour education is to produce activists who have the ability and understanding necessary to challenge them. While formal post-secondary education tends to produce the next generation of elites, labour education produces the next generation of labour activists and leaders. It not only gives them the needed tools, but also provides them with a different set of criteria according to which they assess the outcome of their efforts. In other words, success or failure for a labour activist has little in common with the criteria of success promoted by formal education systems.

Measuring success in achieving these objectives is also approached differently. For the most part, in labour education, there is no "testing" of the type found in formal post-secondary education. The "measure" of these courses; i.e., the standards of knowledge, competence, understanding that are expected as outcomes, are not always made explicit. As explained by Carrazino, "post-course validation" occurs when their graduates take on an activist role in their union or community.

The "testing" (or validation) is of an immediate and concrete nature, and is present in virtually all the labour education canvassed in this Project. It is rooted in the performance that is expected of the trade union member who are being educated, an intention that can be derived from the statements which occur in a variety of documents and sources; for example, constitutions, policy papers, resolutions, etc. The following statements extracted from the *Education Policy* of the Alberta Union of Provincial Employees illustrates the form in which expectations and guidelines are established:[2]

Policy on Grievance Handling for Union Stewards & Representatives

> *The number of grievances being handled by the Union is steadily increasing. It is necessary that union stewards be involved in this process at the worksite and promote the Union position of attempting to satisfactorily resolve complaints and grievances quickly and at the lowest level. The number of technical challenges on grievances is also increasing and therefore must be a system set up to prevent unnecessary losses.*
>
> > *Union stewards must be elected by their component (Constitution Article 15% Only recognized Union stewards and Union Reps may process grievances.*
> >
> > *Union stewards should be properly trained in grievance handling prior to dealing with grievances.*
> >
> > *Trained union stewards are encouraged to handle grievances at the informal Discussion Level and the formal Levels prior to arbitration. During the processing of any grievance, the steward shall consult regularly with his her Union Staff Representative to receive guidance. As well, the steward shall submit copies of all grievances and related documents to the union staff representative immediately as they are received.*

With the recent rise of jurisdictional objections arising from grievance wording and processing, it is necessary that, prior to submitting a written grievance, the Union Steward consult with the Union Staff Representative to ensure the grievance is properly written and filed.

According to **Daniel Mallet, Education Director for the Canadian Labour Congress (CLC)**, trade unions are, first and foremost, organizations of workers directed and run by their members. This features goes beyond the simple dictates of democracy, as direct membership involvement is essential to the operation of a union, the protection of workers and the quest to improve working conditions. Unions educate their members to help them carry out their responsibilities, to improve their knowledge and develop new skills. For most, labour education is a source of personal satisfaction. It gives workers confidence to handle their responsibilities, face new challenges and develop the awareness skills to represent the membership.

In addition, the principles espoused in labour education are based on solidarity and collective action for the improvement of working and living conditions not only in the local union, but in the community. Throughout the labour movement's history, workers have struggled for social justice and equality and for a fairer distribution of society's wealth. Campaigns for Medicare, unemployment insurance, public education, pensions, universal accessible child care, employment equity, pay equity and an end to violence against women are but a few of the causes supported by unions. The achievement of these goals comes about because of solidarity and collective action.

Labour education provides both the preparation and support for this collective action. Participants in labour education learn not only how to run the union and discuss working and living conditions, they also learn to articulate a vision of the kind of workplace they want to have and the kind of society they want to live in.

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[2] AUPE, *Policy and Procedures Handbook*, 1997

Mallett approached the problem of describing the wide variety of education programs and courses offered in the Canadian labour movement today, by referring to CLC literature which contained a number of central organizational elements and basic approaches that are being utilized today. Firstly, he pointed out that labour education is designed to meet the needs of workers. Secondly, it is delivered by workers, because workers who are trained and supported in the objectives and principles of adult and popular education are best able to lead discussions and provide information that is needed.

Thirdly, labour education is based on the concept of "active learning," which means that it recognizes the value of the course participants' trade union experiences and builds on this collective knowledge. The trainer acts as a "facilitator," who guides and supports the participants through their learning experience. Practical skills are developed through participation; for example, role plays and simulations. In many cases, solutions to real problems are found during education activities and associated social events.

Fourthly, in the learning process, participants are asked to apply their learning directly to their local union or community. Labour education does not simply aim to help workers understand problems and issues they face; it is part of the planning and implementation process.

A number of broad themes emerged in the wide range of aim statements that were provided by the interviews and the literature that assist in understanding the nature of labour education as conducted by and for Canada's unions. The following are provided as a sample of these:

LABOUR EDUCATION WITHIN AN "ORGANIZING MODEL" OF UNIONISM: THE ONTARIO PUBLIC SERVICE EMPLOYEES UNION (OPSEU)

Jim Onyschuk, Education Officer for the Ontario Public Service Employees Union (OPSEU) spoke to a common theme underlying labour education, when he explained that one of the primary challenges facing union educators is to empower members to take part in union activity at the level of the worksite or the communities in which they live. The concept guiding his Union's approach, he said, was consistent with the educational philosophy of Paulo Freire, whose approach to popular education was based on the understanding that the form or process of education was an important part of the "emancipation," which is often expressed in the aims or outcomes of education for oppressed or subordinated classes.

In this respect, the following two aim statements taken from the **OPSEU Education Catalogues** resemble the aim statements of most other unions canvassed in this project:

> *The **OPSEU** Local Education Program is committed to provide education that is accessible and meaningful to all members. Any body recognized under OPSEU's Constitution may apply for funding and staff assistance to provide education to member groups at the local level.*[3]

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[3] OPSEU, *Educate, Agitate, Organize: No Justice, No Peace, OPSEU Education Catalogue*, 1996

> *Labour education must empower workers. It must give us the skills, self confidence and leadership needed to co-operate and to challenge the arbitrary power of the employer.*[4]

In accordance with these aims, OPSEU has produced a series of courses entitled, **Empowering Local Unions**, with objectives that include the following

Toward Your First Collective Agreement:

This weekend/modular course aims to increase understanding of what happens after certification, and to familiarize members with OPSEU structure and resources. It helps new locals access union resources and build networks. Participants are provided with an overview of legislation which affects them in their workplace.

Employee Relations Committee/Labour Management Committee Techniques:

This weekend/modular course is designed to help the steward know what issues can be resolved through Employee Relations Committees, how to organize and involve their members around these issues, and how to help the union ERC/LMC members advance them.

Improving Your Local:

This weekend/modular course emphasizes ways to encourage the involvement of members in local union affairs. It promotes a sharing approach to union administration to ease the load on local officers and open doors for members to be active. Participants examine ways to improve the operation of their own locals. Examples include publishing an annual local calendar, establishing local committees, building steward structure, improving local meetings, organizing a practical record keeping system, and setting up separate unit committees that function like mini-locals.

OPSEU has produced another course series entitled ***Building Your Local Program***, which brings education to the Local Executive Committee. Local leaders attending this 3-day session examine the way the local does business, with the goal of making it more active. By the end of the Program, participants should have the basics required to produce and pursue a plan of action with specific initiatives and target dates. The Program is based on the following Phases, each with its specific objectives:

Phase 1—Planning Your Local's Future:

Phase 1 is the kick-off module of the Building Your Local Program and it aims to assist the participants in mapping out the agenda for the course modules they have pre-selected. The group examines the broader issues the local faces, in terms of members, structure, and issues, within the broader union structure and within the community. A range of goals are then set based on those issues that have been generated. These goals are intended to form the basis for shaping the activities found in the pre-selected modules.

Phase 2—Campaigns:

Campaigns is a module aimed at helping the participants plan a local action program around a typical OPSEU campaign. The group examines the resources, structure, leadership, communications, strategies and tactics required for mounting a campaign.

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[4] *OPSEU,* BUILDING OUR UNION IN THE 90"S—OPSEU"S EDUCATION POLICIES, *1996*

Phase 2—Composite Local:

The Composite Local course is aimed at members from a composite local who will analyze the various problems and issues which arise in their local due to its structure. This module focuses on developing a plan of action for increased membership involvement relating to the various groupings found in your local.

Phase 2—Building a Team:

The OPSEU Building a Team course intends its participants to analyze how their Local Executive Committee functions as a team. The participants examine characteristics which make for better teamwork and map out how each characteristic can be implemented back in their local.

Phase 2—Effective Committees:

The OPSEU Effective Committees module discusses how committees are used at the local level and in dealing with management. Included in this course are delegating without fear, effective chairing, the importance of reporting back and the rewards of effective committees.

Phase 2—The Local Executive Committee as Problem-Solver:

The OPSEU Local Executive Committee as Problem-Solver course allows participants to examine a nine-step problem-solving process which can be used in any group problem-solving activity.

Phase 2—Local Internal Communications:

The OPSEU Local Internal Communications module discusses how we communicate with our members. Included in this course are a local assessment, the local's present methods of communication and alternate methods of communication (i.e. bulletin boards, job canvass, internal organizing model).

Phase 2—Networking Outside Your Local:

The OPSEU Networking Outside Your Local module examines how the broader union movement uses its structures to build solidarity. The group will focus on planning how to build its presence in the broader labour community through networking and coalitions.

Phase 2—Newsletters:

The OPSEU Newsletters module discusses the benefits to the local of having a local newsletter and how it can be used as an effective organizing tool. This course focuses on developing and administering a local newsletter.

Phase 2—One-On-One Communication:

One-On-One Communication discusses the importance of one-on-one communication with the members in a local.

Phase 2—Planning Local Education:

Planning Local Education has participants identify and prioritize the various training needs for their local. Members are encouraged to become familiar with the local education program and building your local program. They also examine additional training available outside their local.

Phase 3—Creating Your Action Plan:

Creating Your Action Plan is a mandatory course and the last in the Phase 2 series of the Building Your Local Program. Its objective is to combine and expand upon all the preceding modules, demonstrating the progress that has been made, and pulling together all that has been done.

In keeping with its activist and "organizing" orientation, OPSEU's labour education program offers a series of courses within its *Campaigns and Lobbying Program*. The following objectives are outlined for these courses:

> ***Campaigning to Win:***
> *Campaigning to Win is a weekend course designed to introduce members to some of the basic principles of organizing a campaign at the workplace/local, then moving the campaign out to the community.*
>
> ***Campaign Organizing to Win:***
> *Campaign Organizing to Win is a four-hour course adapted from the Campaigning to Win course. It aims to remind participants that campaigns are fun, by discussing the characteristics of winning and losing organizing initiatives, identifying the tools and processes needed to develop an initial campaign strategy and by providing practice in presenting strategy. It also discusses ways to recruit members.*
>
> ***Community Organizing:***
> *Community Organizing is a weekend modular or week-long course that examines why members become involved in their union and their community. Members examine the image of unions in their communities and look for ways to enlist and organize the community around union issues. In particular, attention is given to finding creative ways for the union to both involve and empower the community and bring together and strengthen coalitions.*

CAPACITY-BUILDING IN UNION LEADERSHIP AS AN AIM OF LABOUR EDUCATION: BRITISH COLUMBIA TEACHERS' FEDERATION (BCTF)

According to **Kathleen McKinnon, Educational Officer for the British Columbia Teachers' Federation,** a labour education program with a clear, consistent set of objectives has been an integral factor in the emergence of the BCTF as both a Union, and a political and social force in the Province. In light of this history, the Union continues to devote a considerable amount of its education budget to activities that develop the ability of local and provincial leadership to respond to challenges traditionally faced by teachers as an occupational and professional class. Intertwined with these objectives, she said, are those which recognize the labour relations reality; i.e., that teachers have much in common with other workers, and therefore require a strong functional union to protect and advance their interests as part of the working class. In this respect, the aims of the BCTF have much in common with those of OPSEU (above), with such aims as "political empowerment" constantly in mind. She outlined a training program designed to meet these aims:

Much of this training is conducted in the form of institutes, such as **the Federation Leadership Institute** conducted in January 1998, in which the following courses were included with the following objectives:[5]

> ***Public Schools Under Attack:***
> *The key objectives of this course are listed as follows:*
>
> > *to provide participants with a clear understanding of the reality of globalization.*

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[5] BCTF, *Federation Leadership Institute*, 1998

to provide participants with a clear understanding of the role of transnational corporations.

to illustrate how globalization and the role of transnational corporations relate to the real changes being imposed in locals and schools, such as school-based budgeting, advertising in schools, standardized testing and the focus on accountability.

to explore practical ways in which teacher leaders can engage their membership in these issues in such a way as to give members the tools to understand these forces, and strategies for addressing them

The President as Educational Leader: A Practical Approach to PD Issues

This 6-hour course has the following objectives:

to develop an understanding of the key issues and trends in education policy in B.C.

to provide relevant background information about professional and educational issues.

to explore the connections between education leadership issues, the collective agreement and district and provincial policy.

to explore the role of the local in influencing district policy, procedures, and guidelines on key educational issues (e.g. reporting, timetables, PD Days).

to share experiences with and strategies for leadership on professional issues

Media Relations: "Just the Facts, Ma'am":

The objectives of this 6-hour course are to prepare participants to do the following:

to assess and prepare for specific speaking opportunities.

to identify skills and attributes of good public speakers.

to develop and deliver a 1-3 minute speech

to assess their own preparedness, skills, and effectiveness and plan for developing/practice of skills that are still emerging.

Conflict Resolution II:

The objectives of this course are to have participants do the following:

learn some skills in conflict resolution, including an understanding of one's own approach to conflict resolution.

understand the benefits and limits of the application of conflict resolution tools.

Even courses that appear to have a traditional "skills" or "tool" orientation contain elements of the BCTF's political empowerment agenda, as illustrated in:

Case Building II—A Hands On Approach: From Allegation to Arbitration (offered in conjunction with the Institute)

This 18-hour course is held over 3 days, and is intended to achieve the following objectives in its participants:[6]

to acquaint participants with issues related to the investigation of a member.

to familiarize participants with the impact upon discipline matters of the collective agreement and of specific legislation

to prepare participants for dealing with board hearings.

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[6] BCTF, *Federation Leadership Institute*, 1997

> *to discuss the elements of grievance processing and preparations necessary for arbitration.*

SKILLS TRAINING AS AN OBJECTIVE OF LABOUR EDUCATION: THE CANADIAN LABOUR CONGRESS (CLC)

The educational program of the Canadian Labour Congress is extremely broad, containing a wide variety of courses, schools, educational activities and initiatives. For the purposes of this Project, the following courses were noted, as they displayed the emphasis on skills development that has always been part of the labour movement's educational aim. According to Education Officer Daniel Mallett, it has always been a central aim of the CLC to develop manuals, educational resources, and even to deliver the kind of basic skills (or "tool") training for its affiliates. This type of development was given a major boost from Federal funding for a Labour Education and Studies Program, but the Congress was able to carry it on, even after the funding was withdrawn.

This dedication to basic skills training is illustrated in the **CLC Labour Education and Studies Centre** *Course on Arbitration,*[7] which states:

> *The objective of this course is to train union advocates to present grievances at arbitration. Advocacy skills are achieved in the context of grievance arbitration, with some instruction given on contract language. Its aim is to instruct union representatives on how to investigate grievances and prepare witnesses, how to find out what the arbitration law is on a given point, how to examine and cross-examine witnesses, and how to prepare and present an opening statement and final argument.*

This practical "skills focus" is also apparent in many of the other courses offered by the Canadian Labour Congress. Its course on Organizing, for example, is a 5-day, 27-hour program primarily designed for developing new organizers, although the range and options of techniques offered in the course is so side that even experienced organizers and representatives could benefit from it. In any case, the CLC Education Department reminds its course facilitators that new organizers will benefit from the input of experienced organizers "in the classroom. The course manual contains the following statement of objectives:[8]

> *Training trade unionists to become organizers is not a widely taught program in the labour movement. Most unions spot potential candidates from within their ranks and apply them to a rigorous on-the-job training. Those candidates usually "sink or swim." "The Answer is Organize!" is partially designed to allow unions to instruct potential organizers in classroom instruction and training in organizing. It is also designed with the purpose of allowing unions to begin to create activists/organizers and to be able to call upon them if and when an organizing campaign has developed. It is the CLC's hope that this manual will build the skills, confidence and knowledge of potential organizers and help them situate their role in the larger scheme of building stronger organizations for working people. A further intention of the manual is to create a number of potential organizers who will also be trained to scout or survey for new organizing targets.*

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[7] CLC, *Labour Education & Studies Centre Course on Arbitration*, (written by J. Sack)

[8] CLC, Educational Services *The Answer is Organize!*"An Introduction to the Manual"

LA FORMATION DES FORMATEURS ET DES FORMATRICES ET MILITANTS: LE FÉDÉRATION DES TRAVAILLEURS ET TRAVAILLEUSES DU QUÉBEC (FTQ)

Trade unions rely heavily on active leadership at the level of the local or worksite to provide their day-to-day spokesperson, communication, and ongoing educational functions. The Canadian trade union movement, therefore, places a great deal of emphasis on "train the trainer" or instructor training courses to provide the necessary skills, confidence and resources in its membership.

Amongst central labour bodies, the Quebec Federation of Labour (FTQ) is one of the most active in promoting and coordinating labour education amongst its affiliates. For this purpose, it has enlisted the active participation of representatives of all its affiliates in a constant attempt to pool resources and renew labour education programs. As explained by Johanne Deschamps, Directrice du Service de l'education et de la formation, a recent re-examination of their objectives by education representatives of FTQ affiliates resulted in a clarification of the need to ensure that leaders and activists are given the tools, knowledge and understanding to fulfill their mission. In response, *la formation syndicale à la FTQ* focuses on training for the following duties:[9]

> *La formation des formateurs et des formatrices et leur perfectionnement*
>
> *Le program de formation pour formateurs et formatrices vise à former des militants et des militantes d'expérience pour qu'ils puissent faire de la formation syndicale et transmettre leurs connaissances aux militants et militantes qui en sont à leurs premières fonctions syndicales.*
>
> ***Ce program se divise en trois (3) parties:***
>
> > *Des sessions de base de 5 jours où l'on apprend à faire de la formation sur un sujet spécifique: formation des délégués et déléguées, membres des comités de négociation, formation en santé-sécurité, etc.*
> >
> > *Des sessions de perfectionnement qui visent à permettre aux formateurs et formatrices d'expérience d'apprendre à donner différents autres cours ou encoure à prendre connaissance des changements apportés aux cours déjà suivis.*
> >
> > *Un program d'encadrement qui vise à adjoindre aux nouveaux formateurs et nouvelles formatrices une troisième peersonne lors de leur première session, afin de les aider à devenir des formateurs et formatrices d'expérience. Ce program est généralement assumé par le syndicat ou le conseil qui organise le cours.*

AN EMPHASIS ON TRAINING OF OFFICERS TO RUN LOCALS & REPRESENT THE MEMBERS: THE INTERNATIONAL ASSOCIATION OF MACHINISTS (IAM)

The primary educational aim of the program offered by the International Association of Machinists is to provide local leadership with the requisite training to provide competent representation at the local level. According to **Rob MacKinnon, President of Local Lodge #99**, most of the training that front-line activists and officers receive is delivered at the local level by union representatives such as himself. Further union development occurs in their international training centre at the George Meany Center for Labour Studies in Placid Harbor, Maryland. The education program is based on the organizational requirements (i) that local unions or "lodges" be able to handle their own servicing needs, and (ii) that the leadership and staff must be recruited from the ranks of a trained membership.

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[9] *FTQ*, LA FORMATION SYNDICALE À LA FTQ, *1998*

Considerable emphasis is therefore placed on leadership and local educator training. This is clearly illustrated in the ***Leadership, Train-the-Trainers and Editors' Schools,*** in which students are provided some of the basic skills required for education and communication and other aspects of leadership in the Union. It includes the following specific courses and their objectives:[10]

The Leadership I School:

consists of classes in the fundamentals of trade unionism, and the basic laws and operations of the IAM, such as: IAM Structure & Services, Lodge Administration, Labor History, Government & Politics, Role of the Steward, and Collective Bargaining

The Leadership II School:

intensifies the education begun in Leadership I with classes like Collective Bargaining II, Issues & Lobbying, Advanced Steward Training, Technology and Change, and Sexual Harassment.

The Advanced Leadership School:

builds on the classes covered in Leadership I and Leadership II. Classes offered are Group Dynamics, Economics for Union Leaders, Workplace Communications, Combating Apathy, and Advanced Technology.

The Train-The-Trainer Program:

trains selected district and local officers in the art of teaching rank and file members in their respective jurisdictions. The central topic taught in the program is adult education methods. Participants are instructed how to teach a wide range of subjects in the area of steward training, organizing and political economics. Each participant is expected to carry out their mission and report directly to the office of the International President.

The Basic Editors' School:

gives five days of hands-on experience in design, writing and editing, assigning priorities, selecting subject matter, interviewing, using art, layout and headline writing. Extensive workshop time is provided so that participants can actually write and produce a newsletter. All members of the IAM Communications Department at Headquarters participate in the program.

CHALLENGING SOCIAL PROBLEMS & STEREOTYPES ENCOUNTERED BY THE WORKING CLASS: THE METRO LABOUR EDUCATION CENTRE (MLEC)

The **Metro Labour Education Centre** is a special project of the Toronto and York Region Labour Council that has provided a major service to trade unions and working people in the Toronto area by providing a broad range of educational offerings ranging from tool courses to labour studies, and an assortment of other learning experiences. In addition, the Centre administers a wide assortment of other programs and services, ranging from advocacy to direct technical assistance as required. Experienced and trained educators on staff work with the Labour Council, the Canadian Labour Congress and with individual unions to provide workplace education programs ranging from instructor training to computer skills training, labour adjustment services with a strong educational component, and a range of other programs and services.

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[10] IAM, Placid Harbour Education & Technology Center, *1998 Calendar for Leadership & Editors" Classes*

Much of the educational program of the centre is devoted to equipping workers with the skill and understanding necessary to confront the everyday problems they encounter in the workplace and the larger society. For this reason, their courses and events reflect the conditions of work and life faced by workers in the Toronto area, and respond to changes that occur in this context; for example, unemployment and the changing workplace brought about by free trade and globalization.

MLEC provides a wide range of workplace training programs to unions and labour centrals on a fee-for-service basis, including courses that respond directly to some of the most basic educational needs of working people. The list includes: English as a Second Language, English and Math Upgrading, Essential Computer Skills, Prior Learning Assessment, Preparation for Tests, and many others.

In addition, MLEC responds to some of the pressing problems faced by working people, by providing Labour Adjustment programs, which integrate several services most needed by workers facing plant closure or massive lay-off. The Centre works with communities, unions, and other organizations to establish Workplace Action Centres, provide training for plant adjustment committees, counsels and provides individual assessments, etc.

Challenging Racism provides a good example of an educational response to a problem that has caused division and strife amongst working people. It is a seven Chapter course, offered by MLEC, that aims to equip participants with the necessary tools to challenge racism by examining the history and causes of racism and analyzing how racism works in contemporary society. It is selected for comment here because it illustrates an important orientation in labour education, corresponding to one of the major objectives of unions; i.e., to address social problems and features affecting working people in both the workplace and the community.

The course helps participants to better understand their own workplace and local union so that they can come up with better ways to fight racism. As well, participants work to develop more specific strategies for change toward a racism-free workplace and society. The course consists of the following sections:[11]

Chapter 1—Linking Racism and Other Forms of Oppression
The objective of Chapter 1 is to increase participants' ability to see the connections between gender, race, class, etc., so as to develop greater collective strength in the fight against prejudice and discrimination of all kinds.

Chapter 2—What is Racism?
The goal of Chapter 2 is to acknowledge that racism shows its face in many different aspects of our society, and to define racism, identify its source, and clarify related terms.

***Chapter 3—** Who Benefits?*
The goal of Chapter 3 is to understand how racism emerged.

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[11] MLEC, *Challenging Racism, Course Manual*

Chapter 4—Colonialism, Racism and Aboriginal People

The goal of Chapter 4 is to become aware of the extent of the genocide committed by the European colonizers of the Americas so as to gain perspective of the legacy inherited by Aboriginal peoples today, and to further examine the link between colonialism and the emergence of racism.

Chapter 5—Immigrants and Immigration Policies

The goal of Chapter 5 is to develop an overview of major events in Canadian immigration history and understand how certain stereotypes and cases of discrimination are related to that history.

Chapter 6—Making the Connections: International Solidarity

The goal of Chapter 6 is to become aware that corporations use workers in one country against workers in other countries, and to realize that international solidarity based on workers' collective fight to meet the basic needs of all people is an integral part of anti-racism work.

Chapter 7—Strategies for Change

The goal of Chapter 7 is to become knowledgeable about resources available for responding to racism in the workplace, to develop a better understanding of employment equity and take a greater part in implementing employment equity programs, and to identify and develop specific strategies for challenging racism.

Racism, together with such negative social manifestations as sexism, homophobia, and negative attitudes toward the handicapped, have been addressed in one way or another by many of the unions canvassed in this Project, although it has not been identified as a priority by most. In this regard, the ***Diversity Education Course*** offered by the **British Columbia Government Employees Union (BCGEU)** must be noted, as it provides a series of modules that could easily be incorporated into existing courses by other unions. It is intended to achieve the following objectives:

To increase awareness of equity and diversity issues.

To empower participants for social change.

To end discrimination and harassment.

To include and enhance representation of equity group members.

To build union solidarity.

In the same spirit, the **Canadian Autoworkers' Union** has devoted considerable effort to addressing the evils of racism, situating it in the context of a vision of "democratic unionism." The *CAW Statement of Principles* provides a conceptual framework as follows:[12]

Democratic Unionism

Unions are voluntary organizations. We can only be effective if the membership knows the union truly belongs to them. This means a union which reflects the goals of its membership, allows the members full participation, and encourages workers to develop their own skills and understanding.

Internal democracy also means we view each other as EQUALS. Racial discrimination or sexual harassment violate our principles, undermine our solidarity and erode our strength. We not only oppose such responses but will actively work to overcome them.

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[12] CAW, Statement of Principles, 1997

> *Unions & a Democratic Society*
>
> *In our society, private corporations control the workplace and set the framework for all employees. By way of this economic power, they influence the laws, policies, and ideas of society. Unions are central to our society being democratic because:*
>
> *Unions bring a measure of democracy to the place of work, which is so central to people's lives.*
>
> *Unions act as a partial counterweight to corporate power and the corporate agenda in society more generally.*

The social philosophy underlying the approach to discrimination and harassment is reinforced in the CAW/TCA Canada *Policy Statement on Human Rights—Workers Rights: The Same Struggle* as follows:[13]

> *Unions emerged to not only collectively protect workers from the arbitrary use of power by employees and governments, but also to create a culture of equality and dignity for all members in their ranks. Achieving higher wages and better working conditions for workers is no more important in the final analysis than achieving solidarity amongst all workers. Human rights work within the union is not an "addition" to trade union work; it is essential to the very reason for our existence.*
>
> ***Human Rights are "Collective Rights"***
> *Unlike the legal system which emphasizes "individual rights," the labour movement argues that "collective rights" can best protect our interests. Just as a collective agreement recognizes rights for all individual members of the bargaining unit, we believe that human rights are more powerful when they advance the interests of workers as a class.*
>
> *Similarly, while we agree with the moral claim that human rights should be "guaranteed," we also know that human rights can be (and often have been) taken away by repressive legislation. Human rights exist only to the extent that they are struggled for, won and then maintained.*

INTEGRATED TRAINING FOR UNION OFFICERS IN A DIVERSE & DECENTRALIZED NATIONAL UNION: THE PUBLIC SERVICE ALLIANCE OF CANADA (PSAC)

The **Public Service Alliance of Canada** is a national organization that brings together components that reflect the major occupational "common interest" components of employees in the Federal Government. Government Departments, works and undertakings are spread right across the country, which presents problems for both administration and education. A considerable amount of education is conducted through the individual components, for which the central Union serves as a resource. In this Project, research was conducted with the National Union only. The ***LET'S GO!—Alliance Education Program*** provides a good example of an integrated union education program that meets the general needs of officers, activists and staff in the various, largely-independent components

The aim of the National Program, as explained by **National Education Coordinator, Terri-Lee Reyvals-Mele**, is threefold:

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[13] CAW, *Policy Statement on Human Rights—Workers Rights: The Same Struggle, 1997*

to improve members' knowledge of the union and teach them how to use it. Members learn about the labour movement and develop new skills to carry out their responsibilities towards their union.

to provides a unionist view of the world in order to promote social change, solidarity and justice

to learn how to run the union and how to share responsibility and power within the union as well as within society.

These integrated objectives of the Alliance program are illustrated in the specific objectives of the following program areas and individual course offerings:[14]

Building Union Solidarity Course (BUS):

The Building Union Solidarity Course is a weekend course that is the cornerstone of the PSAC Education Program. It introduces participants to union principles and provides members with the knowledge and basic skills to become effective local representatives and leaders. The course evolves around the notion of rights of employees and union members, how they can be exercised and protected, and the role of collective bargaining in enhancing these rights.

Grievance Handling:

Grievance Handling is a specialist weekend course that concentrates on specific skills development for participants to learn how to identify, investigate and write up grievances and how to effectively argue a case with management. In addition to these technical skills, this course includes attitudinal development to encourage the development of willingness on part of the participants to process grievances.

Health and Safety: Committee Members

Health and Safety Committee Members is a weekend course that assists workplace health and safety committee members and health and safety representatives to acquire the knowledge, skills and confidence to fulfill their role. The course familiarizes committee members with the legislation and regulations, as well as how to conduct workplace inspections, job hazard analyses and accident investigations.

Steward Advanced Training Program (SATP):

The SATP is a four-day course that focuses on the skills needed to represent and lead the membership confidently and competently.

Local Officers' Advanced Training Program (LOAT):

The Local Officers' Advanced Training Program is the union's ongoing commitment to assist activists to develop strong, effective locals. Topics presented are local organization, recruiting members, problem-solving, collective bargaining, union-management consultation and membership rights and duties. Team LOATS are courses where all participating locals are represented by two or more members of the executive.

National Officers' Training Program (NOTP):

National Officers' Training Program trains officers to receive up to date information on important current issues to stay abreast of new developments, to examine their role within the region at the national level as well as in the community and in labour-management relations, to analyze decision-

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[14] PSAC, *Let"s Go! Education for Action: Alliance Education Program*, 1993

making processes within the Alliance, to enhance leadership abilities, to discover a whole range of effective techniques to improve their importance in meetings, to communicate successfully, to organize their time, to cut down on paper work, to build a realistic and practical plan of action to move them towards greater effectiveness, and to empower one another with a renewed vision of unionism.

Women at Work (WAW):

Women at Work addresses the problem of women being under-represented in union participation even though _ the membership of the Alliance is made up of women. This course aims to develop women's knowledge, skills and confidence to be effective advocates of equality at the workplace, in the union, and in society at large.

Political Education Training Program (PETP):

The Political Education Training Program is a course that explores the Canadian political system, the distribution of power in society and the links between politics and the economy in order to provide Alliance activists with organizational tips on effective lobbying, public speaking, how to deal with the media, and how to run a political campaign. This course enables graduates to work with other members in carrying out the Alliance Political Action Program.

Appeal Representative Training Program (ART):

The Appeal Representative Training Program helps members develop the knowledge, skills and confidence to represent their sisters and brothers at Section 21 appeal hearings. This course examines the role of administrative tribunals, the merit principle, rules of evidence, jurisprudence, the development of allegations, etc.

Basic Instructor Training Program (BITP):

The Basic Instructor Training Program trains members so that they in turn can train other members. The BITP prepares participants to become member instructors who will organize, develop, and deliver local training courses; establish, coordinate and maintain local education committees; be invited to provide training for other locals, the area council and regional committees like the political action committee and the regional women's committee; or facilitate at regional or national conferences.

Union Development Program (UDP):

The Union Development Program develops union activists at all levels of the union. It consists of three levels of in-residence training normally spread over a three-month period, and helps activists reinforce their understanding of union principles, and of the dynamics of the Alliance. It looks critically at the history of the Canadian labour movement and offers food for thought on the role of unions as vehicles for social change in today's society.

UNION LEADERSHIP TRAINING IN A PROVINCIAL GOVERNMENT EMPLOYEES' UNION: THE SASKATCHEWAN GOVERNMENT EMPLOYEES UNION (SGEU)

Leadership training in the **Saskatchewan Government Employees Union** illustrates the challenges of preparing union leadership for the manifold tasks of operating a public sector union that is spread across a large, sparsely-populated province. The approach to the training of this "cadre" is illustrated in the objectives offered for the **Union Leadership Development (ULD) 20 School,** which at the time of the interview, was being offered in conjunction with the Saskatchewan Federation of Labour Week Long School at Ft. Qu'Appelle, Saskatchewan.

SGEU Education Officer Sharon Hurd Clark explained that the purpose of the course in that particular setting was to provide the prospective union leaders with an opportunity to meet and share experiences with unionists from other parts of the Province and from other unions. She explained that this was one reason why the much of her course was structured around participatory exercises in which students were encouraged to interact with each other. Courses were being offered to achieve the following objectives:[15]

> ***ULD 21 Why Unions? Why SGEU?***
> *ULD 21 aims to provide participants with the ability to describe the social, economic and political conditions leading to the development and growth of the union movement in Canada and in particular, in SGEU. Participants examine the key role of solidarity in the labour movement.*
>
> ***ULD 22 SGEU 2000:***
> *ULD 22 aims to provide participants with the ability to evaluate the current structural organization of the SGEU and the bodies with which it is affiliated vis a vis the new joint structure being proposed for Convention '98. Participants will provide feedback on the proposed joint structure for SGEU.*
>
> ***ULD 23 Parliamentary Procedure:***
> *ULD 23 aims to provide participants with the ability to learn and develop the skills for participating in the formal convention setting.*
>
> ***ULD 24 Contract Knowledge:***
> *ULD 24 aims to provide participants with the ability to identify leading union aims and priorities in collective bargaining. Specific clauses describing these priorities will be analyzed.*
>
> ***ULD 25 Contract Enforcement:***
> *ULD 25 aims to provide participants with the skills to prepare and present a grievance informally and at steps one and two. Participants enact the roles of management and the union, using leadership and team building skills.*
>
> ***ULD 26 Steward Based Organization:***
> *ULD 26 aims to provide participants with the ability to apply the principles and tools for effective steward organization to their roles in the workplace, bargaining unit and branch.*
>
> ***ULD 27 Labour Legislation:***
> *ULD 27 aims to provide participants with the ability to identify legislation in Saskatchewan as it applies to workers in the areas of Occupational Health and Safety, Labour Standards and Workers' Compensation. Participants examine recent changes to labour legislation.*
>
> ***ULD 28 Steward as Advocate: Getting off the Triangle:***
> *ULD 28 Steward as Advocate aims to develop an organizing approach to steward leadership in SGEU, recognize the effects of the drama triangle ("victim," "rescuer," "persecutor") when it is played out in the workplace or union, and to practice skills to help stewards and members get off the drama triangle. Skills like questioning, active listening, clarifying, giving feedback, reframing, identifying the problem, taking action, doing intervention, practicing prevention, being assertive, taking responsibility and communicating clearly help stewards and members get off the drama triangle.*

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[15] SGEU, *Leadership Development, Reference Manual*

A BACK-TO-THE-LOCAL ORIENTATION AS THE BASIS OF LABOUR EDUCATION IN A LARGE INDUSTRIAL UNION: UNITED STEELWORKERS OF AMERICA (USWA)

According to **Union Representative Wayne Skrypnyk** (a former CLC Education Officer for the Prairie Region) the **United Steelworkers of America** was one of the first Canadian unions to lead a transition to a "back to the locals" model, in which training emphasizes and builds capacity for local self-sufficiency, with the backing of a dependable, strong central union. As distinct from the "servicing" model provided by some other unions, the USWA trains local officers and union stewards to perform a wide range of administrative, social and political functions, They are expected to administer their local unions, protect their fellow members, participate in their community, and generally further the interests of the trade union movement in their area.

This orientation is clearly illustrated in the ***Back to the Locals Program—Level I Stewards Training,*** which is composed of five modules that have the following objectives:[16]

> ***Module A—Grievance Handling:***
> *Module A covers the handling of grievances, from understanding the differences between a grievance and a complaint, right through to the presentation to the company.*
>
> ***Module B—Role of the Steward:***
> *Module B explores the issues faced by stewards, particularly in relating to the members they represent. It should help new stewards grasp the limits, potential and value of their position in the union.*
>
> ***Module C—Racism:***
> *Module C addresses racism, or discrimination, which involves the mistreatment of a person or a group because of their membership in a particular radical group. Racism is based on attitudes and beliefs (prejudices) which, when acted upon, reflect an ideology of the inherent superiority of one racial group over another. This Module explains how stereotypes and prejudices provide the rationale for discrimination of every kind.*
>
> ***Module D—Harassment:***
> *Module D provides definitions of racial and sexual harassment. It reinforces the fact that the two principles fundamental to the trade union movement are human rights and solidarity. In enforcing these principles, trade unionists must work to protect rights, not take them away.*
>
> ***Module E—The Union's History in Canada:***
> *Module E provides a history of the Steelworkers in Canada.*
>
> ***Module I—Communicating with the Members:***
> *Module I demonstrates how the most important component of communicating with others is listening. Stewards must improve their listening skills, regardless of their position in the union, in order to listen to and represent their members properly.*

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[16] USWA, *Back to the Locals Program—Level I Stewards Training*

UNION EDUCATION & JOB TRAINING AS A BASIS OF UNION SECURITY: ALBERTA & N.W.T. BUILDING TRADES COUNCIL, ETC.

Bob Blakely, President of the Alberta & NWT Building Trades Council (ABTC) prefaced his interview with an explanation of his view that the aim of all working class education is the general improvement of union members and other workers, closely tied to the quality of society in which they live.

The ABTC consists of international construction trade unions, which are each divided into districts with a Vice-President in charge of each district. Canada is normally treated as a separate district for purposes of union administration. While education is available at the national and international (USA) levels, larger union locals have established their own training programs, situated in several cases in permanent training centres. The United Association of Plumbers and Pipefitters Local 488 (Northern Alberta), for example, has established an International Training Trust Fund, to allow it to have full-time staff and permanent facilities, a service that is also offered by such other northern Alberta construction trade unions as the Boilermakers, Carpenters, Labourers, Electrical Workers, Ironworkers, and the Operating Engineers. Each trade offers training under the direction of the Union, as well as joint training (e.g., Better Supervision, leadership training, etc.) designed as multi-trade training to meet challenges posed when several trades work together on a single job site.

Apprenticeship Training provides the model for union training in the building trades, and according to Blakely, Alberta continues to be a leader in this field, in spite of sporadic initiatives that would have the effect of eroding the program. Apprenticeship integrates the notion of competence with the objectives of practical application for all aspects; it is—is "holistic" in this sense. Alberta's construction industry has profited from the fact that the employers of the 1960-80s were all products of this training; unfortunately, that is beginning to change.

Apprenticeship training is split between on-the-job and "theoretical" classroom learning in the ratio of1500-300 hours per year, for a 4-year program. For the first two years, while on worksite, the apprentice works under the direct supervision of a journeyman tradesman, and independence is progressively introduced in the 3rd and 4th years, followed in 4th year with a series of exams leading to credentials and ticket (see a *Vision for Apprenticeship*).

Union education is integrated into the trades training that is offered in these centres. Firstly, the union offers a 6-week Pre-Apprenticeship Program to ensure that union members carry an orientation throughout their program. Throughout the four years, a union orientation appears in the following forms:

> Workplace enhancement; superior skills and quality work are basis of worker (and union) strength;
>
> Safety training: provides a specific competitive edge for the employers, which is why employers pay into the Trust Fund; run awareness campaigns as well as the directed training;
>
> Building the Union: shop steward training is considered to be part of the trades training that all members receive

To further elaborate this approach, Blakely referred to statements that he had provided in support of the publication, Alberta Building Trades Council 1997/98 Training Catalogue, which was produced by the Alberta Building Trades Council in collaboration with the Alberta Labour:[17]

> *As members of the Alberta and N.W.T. Building and Construction Trades Council, we must remain committed to the ongoing training and upgrading of our membership. We must encourage our members to make this a personal priority. And, we must convince those who employ construction firms to actively and consistently ask whether their contractors support training. Those who don't support training will find that it will be self-defeating in the long run.*
>
> *Cost effectiveness and value-added are key phrases to describe requirements in today's competitive world. In order not to repeat the mistakes of the late 70's and early 1980's the Building Trades must be committed to developing new skills—skills that are sometimes referred to as "employability skills," - supervisory training, communications skills, literacy, numeracy, problem solving and especially safety skills.*
>
> *The partnership between unionized employers and the construction unions is the most successful employer/employee partnership of all time. It has produced a training system second to none and one that can, and will, get better as needs are identified. Our ability to respond to the employment and training challenges are a significant step in maintaining our "Alberta Advantage" of steady and substantial growth. This partnership also ensures that the effects of the roller coaster of "boom and bust" is minimized.*
>
> *The ability to enhance, upgrade and broaden skills and knowledge will make the Alberta worker a more marketable commodity and valuable asset in a competitive marketplace. It will ensure that Alberta's unionized workers will continue to be the "Best Alternative" for the purchasers of construction services.*

Recognizing the value of worker education provided by the Union, delegates to the **Grain Services Union** Policy Convention, April, 1998 passed the following resolution:[18]

> *Whereas, until World War II, unions delivered most training available to workers and;*
>
> *Whereas in the last three years, annual public funding of trades and technical training in Canada has fallen from $1.9 billion to $100 million, and;*
>
> *Whereas training offered by employers is often not recognized or useable outside any one workplace and is often designed to instill pro-management attitudes, and is not accessible to workers on the basis of seniority.*
>
> *Therefore Be It Resolved that GSU locals adopt as a bargaining priority, the creation of union-controlled training funds, funded by employer contributions (for example, one cent per every hour worked), that would provide training to enhance GSU members "job security, job satisfaction, and employability. Training to take place on paid work time.*

The above aims are being effectively put into practice at some of the **Worker Training Centres** operated by Unions, whose aim is to reintegrate workers into the workforce and the economic mainstream. For the most part, they perform an otherwise" functionalist"task in a manner that reflects a critical stance towards the status quo.

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[17] Alta & NWT Building Trades and Alberta Labour, *Alberta Building Trades Council...mastering the craft—1997/98 Training Catalogue, 1997*

[18] GSU, *Resolutions from the GSU Policy Convention*, April 1998

The Training Centre which the **United Food & Commercial Workers, Local 2000**, operates in New Westminster, British Columbia, in partnership with **Local 777**, was developed on the principle that education and training for unemployed workers is as important to the Union as is the training it supplies to its 2000 members across British Columbia. According to its **Director, Kelly Sinclair**, with all of the dislocation, restructuring and cutbacks, thousands of workers in the lower mainland are being thrown out of work, and the focus is on putting workers back to work in meaningful employment. This is reflected in the *Mission Statement* of the Centre:

To encourage and provide all members equally to reach their full potential by creating a bridge to lifelong learning thereby enhancing their working and personal lives.

According to Sinclair, the Training Centre does not engage in direct union organizing as a part of its programs. However, the training experience itself provides a powerful inducement for participants to form positive opinions of Unions, which often leads to organizing contacts.

LABOUR EDUCATION THAT CHALLENGES SOME OF THE DOMINANT INDUSTRY & WORKPLACE PARADIGMS: UNITED NURSES OF ALBERTA

The Education Program of the **United Nurses of Alberta** (**UNA**) places considerable emphasis on basic information and skills required by UNA officers and activists, provided in user-friendly form. According to **Education Officer Trudy Richardson**, the underlying assumption is that these local leaders will then find ways of conveying this information and employing their competence to the benefit of their members in day-to-day dealings with the employer, at meetings, and through other means.

UNA is first-and-foremost a member-driven organization, explained Richardson, an orientation that is clearly illustrated in their Constitution, their organizational charts, and in their actual practice. Locals, not the central union, are certified as the bargaining agents, and handle all of their own affairs. The purpose of UNA, then, is to act as a"federation," to support these "mini-union" locals through education, direction and other resources required in collective bargaining, member representation and local administration.

For the more specific purposes of this Report, Richardson explained that nurses see themselves as the self-chosen protectors of quality patient care, and have therefore historically gone to the bargaining table with two sets of demands; what they want for themselves as workers, and what they want to enable them to deliver proper patient care (i.e., achieve their Professional responsibilities). In 1980, for example, UNA members went on a Province-wide strike, in which they defied back-to-work legislation in order to win recognition for a Professional Responsibility Committee.

To illustrate this, Richardson referred to the teaching manual ***Roles and Responsibilities of the Professional Responsibility Committee,*** which she had produced to support the education required to promote this aim. It lists the following objectives:[19]

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[19] UNA,*United Nurses of Alberta – Professional Responsibility Committee – Roles and Responsibilities – 1997 Edition – Volume V*

Purpose of the Professional Responsibility Procedure:

to regulate working conditions and management practices so that they ensure the delivery of high quality patient care.

to protect the professional licenses of employees.

to give professional employees a say in the quality of the patient care they provide.

to provide legal protection for employees in matters pertaining to the delivery of health care.

to clarify the process for employee in-put into the delivery of quality patient care.

to provide Union representation for employees in matters pertaining to patient care.

to provide a systematic means of problem-solving in matters relating to the delivery of quality patient care.

to ensure that the employer and the Union assemble facts and arguments to justify their respective positions.

to provide for the final resolution of disputes.

History of the Professional Responsibility Committees:

Historically nurses have always been concerned about the delivery of high quality patient care. In addition, there exists the legal responsibility for nurses to perform their work according to the high standards set by their professional organization.

Often the general public thinks that collective bargaining negotiations for nurses are based solely on wages and working conditions. The history of bargaining, however, indicates that nurses' interests extend beyond economic fairness and job security, and include security of their rights as professional workers.

In the case of the Nurses' Union, education is a vital component of the Union's effort to challenge a form of employer control that is based in the right to manage the "health business," in a society where tending to the sick is not a priority, and is presumed to be left to nobody in particular. Caring for the sick has historically been seen as a "charity" function, and for this reason, those who dispense care were either of religious orders, acted as volunteers, or worked for "pin money." It is crucial, therefore, that UNA members learn relevant bits of history in the course of their labour education; for example, that in the Crimean War, the Florence Nightingale standard of care proved that mortality could be reduced dramatically with proper care. Unfortunately, in Canada, it wasn't until 1961, with the passage of the *Canada Health Act*, that health care would finally be formally recognized as a social service, to be supported through taxes.

Even with this important step, it would take a while for this change to benefit nurses and the standard of care they wished to provide, as the "charity" aspect was replaced with a business administration "Taylorist" approach which separated non-health care administrators from nurses and other health care workers actually delivering the care. The Union led a long history of struggle to have their Nurses' work recognized as an important social function, and in changing the perception and the organization of the institution. Their success is manifest in the fact that nursing is now recognized as an academically-prepared profession.

Education is also necessary to challenge the military model (out of which nursing emerged), in which it is presumed that doctors tell "nurses-as-handmaiden" exactly what to do, a model that is not reflected in the day-to-day provision of health care. Richardson illustrated this point by referring to a aim statement in the Teaching Manual on ***Dealing with Management*** that clearly reflects this point:[20]

> ***Dealing with Management***
>
> *One of the most difficult challenges for elected Union leaders is the demand that they represent their members at meetings with management. For one thing, it is often hard to make the psychological shift from viewing yourself as an employee talking to your employer, to being a Union leader on equal status with the employer. In order to assist Local leaders in this task, UNA provides the following list of duties and responsibilities, along with the available resources to help Local leaders represent their members and dues payers professionally and efficiently.*

UNITED FOOD & COMMERCIAL WORKERS: A CRITICISM OF LABOUR EDUCATION THAT PLAYS A ROLE IN MAINTAINING THE STATUS QUO

The wide-ranging interview that was held with **Victor Carrozino, Education Representative for UFCW Local 174**, was of particular interest because it contributed a critical "key" to some of the labour education currently being offered. According to Carrozino, unions must take note of the fact that they are simply not achieving their stated educational objectives. That is to say, they have been educating thousands of workers in thousands of courses, and there is still little evidence of the kind of legacy or change that is implied in their aim statements. In this respect, even the best-intentioned educational program may be self-serving.

The incorporation of unions into existing structures of control was discussed at length. It manifests itself most clearly in training that professes to change the individual's orientation towards the world, but ignores the kind of structural change that is required to alter the daily existence of these workers and their unions. For this reason, too much of the education is doomed to failure, as the necessary structural/systemic change does not take place to alter the context in which they need to work.

Labour education, according to Carrazino, must be for social/structural change, at the same time as it is endeavors to prepare the individual for a changed role or *modus operandi*. In order to accommodate such an objective, it must rest on an analysis of the role that class plays in society, and the individual's place in it. However, the approach can't be "ideological" in the narrow sense; "you can't go in there with a big stick," according to Carrozino. The approach must be subtle, and intertwined with the actual experience of the participants.

By reproducing workers in a certain form, the formal system "sets them up for failure" according to its guiding criteria. For example, the deficiencies they are described as having are actually "systemic," not individual attributes. In this respect, there is a definite role for unions in filling the gaps in understandings, knowledge and skills that have systematically been denied to their members, and in giving them the skills, knowledge and understanding they require to supercede these social terms.

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[20] UNA, *Dealing with Management—Roles and Responsibilities—1997 Edition*

D. STEWARD TRAINING AS "CORE" LABOUR EDUCATION

In the course of this Project, it became clear that steward training was likely the most highly developed and documented component of the labour education programs that unions offer to their members. It is also the education most consistently promoted by unions. There is good reason for this. Steward training is not something that unions are free to choose or to ignore, as well-trained stewards are both a legal and operational necessity for a properly functioning union. The specific role assigned to stewards differs, however, by organization, which accounts for some variation in the training provided. The following is a cross-section of the views and approaches we encountered.

THE ROLE OF THE UNION STEWARD

Although they occur under a variety of titles and are assigned a variety of specific functions, **union stewards** tend to fit a common mold, and fill a central and indispensable role in most Canadian unions. In one form or another, the steward is the "worksite representative of the union," and as such is expected to satisfy and embody almost all of the aims and objectives of the union he or she represents.

The following excerpts are from "Duties and Responsibilities" in the *Union Steward Manual* developed by the **Alberta Union of Provincial Employees (AUPE)** and are fairly typical of the broad range of expectations stewards face and for which training must be provided:[1]

> *The Steward is the Union's representative on the worksite, acknowledged as such by the Union and the Employer. Moreover, you are often the only regular contact most members will have with their Union. You are, therefore, in the best position to deal with Union matters at the worksite; the Union will be as effective in serving the needs of the members as you make it.*

The Steward as Advocate

> *The Steward's role is to fight for the rights of fellow members… you represent the member in much the same way as lawyers act as advocates for their clients.*
>
> *You are more than just an advocate, however. You are active in whatever ways are necessary to protect members and their rights. The member who may be "guilty" of a breach of the rules needs your defense, to see that they receive a fair hearing, and to mitigate their penalty.*
>
> *In defending members, you will often act as a shield, protecting them against any kind of reprisal for exercising their rights as Union members. … Whatever happens, you must constantly strive to diminish members' fear of authority by demonstrating your mettle as a Union Steward.*

The Steward as Communicator

> *The Steward is the most effective communications link between the Union member at the worksite and the Union leadership.…*

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[1] AUPE, *Union Steward Manual*, 1998

Be identifiable; members must know whom to approach:

> *Keep in close contact with your fellow members and let them know where you can be found.*
>
> *Wear your steward's lapel pin.*
>
> *Contact new employees immediately, and let them know that you are the union steward. Give them the information they need to become involved with the Union.*

Communicate effectively with members. Encourage them to come to you with their problems. Listen carefully and sympathetically and discuss each problem with a view to solving it.

Fill the communications gap between the Executive and the members. Squelch rumors immediately and encourage them to come to you for reliable information…. There are times when Union policies and positions must be communicated to the membership. Likewise, there are times when Union officers need to know the concerns, interests and discontents of the members. Face-to-face communication is best and, as a Steward, you are the person who "faces" both the member and the Chapter/Local leadership or Union Representative.

The Steward as Grievance Handler

In your role as grievance handler, you must be assertive and not just wait for members to come to you with their complaints. Be alert and ready to act on violations when they occur.

Be ready to counsel members. You will often have to alert them to the fact that their rights are being violated, and that they can take action.

Patiently take them through the proper steps in the grievance procedure. Your responsibilities include: recognizing the grievance, interviewing the member, investigating and verifying the facts, consulting with the Employer spokesman or supervisor, drafting the grievance and filing it to the proper level within the proper time limits…

It is the Steward who breathes life into the contract by the handling of grievances. By steadfastly ensuring the rights of your fellow members under the contract, you are guarding against encroachment on those rights by management whose understanding of the terms and conditions in the Contract are often not the same as yours.

The Steward as Leader

An important Steward role is that of worksite leader. Whether you are effective depends on the example you set — both in your role as Steward and as a fellow worker.

You are a true leader when other members want to follow your lead. You will achieve this, by being the person who sets standards and goals that reflect the objectives your membership have at the worksite.

These may be standards or work practices, informal procedures or policies which you will help them secure. To achieve support, however, stewards themselves must be the kind of workers whose quality and quantity of work cannot be faulted.

In addition, the Steward must set an example as an effective representative of the Union. You should be a staunch, vocal supporter of your Union and the policies that have been adopted by democratic vote of the membership….

To your associates, you are an ally; in fact, a "Rock of Gibraltar" on whom they can depend to handle their problems, within the worksite, with management or with other employees. With

> *management, you insist on being treated as an equal when discussing grievances, or any other labour relations matter.*

The Steward as Counselor

> *The role of the Union is significantly broader than simply that of a collective bargaining agent. It is dedicated to improving the lives and social conditions of workers and their families by using collective bargaining and political action.*
>
> *Members fall victim to many personal problems and to social ills, such as the ones currently being created by this government. You can help them in various ways. A service offered by AUPE is the Member Benefits Fund to assist in cases of emergency financial hardships. Applications are available from your Regional Office and can only be filled out by a Union Steward or Union Representative.*

Although there is some variation in the way these expectations are expressed, they are fairly typical of all unions that depend, in large part, on worksite activists to effectively carry out their obligations to their members. Where unions do not have formally designated stewards, or even worksite representatives *per se*, these functions must be addressed in some way by other officers or union staff. In the Quebec Federation of Labour (FTQ), for example, these functions are fulfilled by *le délégué syndical et la déléguée syndicale*, and a program of education has been designed which contemplates a role of these representatives (for most purposes, union stewards) in their unions. The primary components are contained in the following instructions provided in *Le Dossier de Formation Syndicale:*[2]

Être en Contact Avec Les membres

> *Le délégué ou la délégué d'un département, c'est la personne qui essaie d'être en contact avec tous les membres du département, de connaître leurs problèmes et leurs préoccupations, reliés au travail, et aussi de les informer sur les diverses actions menées par le syndicat. Le travail des délégués syndicaux et des déléguées syndicales. Notre travail comprend 3 parties principales: La Défense, L'information, La Solidarité*

La Défense

> *C'est protéger les droits travailleurs et des travailleuses qu'on représente.*
> *C'est voir à l'application de la convention collective et des lois qui nous touchent.*
> *C'est réglier les problèmes de relations de travail et aussi c'est représenter ses membres auprès des supérieurs immédiats.*

L'information

> *C'est expliquer les droits inclus dans la convention collective et les recours possibles.*
> *C'est parler aux membres pour les sensibiliser aux changements dans l'entreprise et aux conditions de travail qu'ils vivent quotidiennement.*
> *C'est inviter nos membres à exercer leur plein pouvoir et à se faire respecter. C'est aussi les inciter à connaître leur syndicat et à y participer.*
> *C'est sensibiliser nos membres à tous les enjeux de société qui les concernent quotidiennement: le droit pour les femmes et les personnes issues de minorités de travailler dans milieux exempts de*

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[2] FTQ, *Le Dossier de Formation Syndicale—Cahier de Travaux pratiques pour le délégué syndical et la déléguée syndicale*

discrimination; les politiques qui affectent la vie des travailleurs, des travailleuses, des citoyens et des citoyennes (santé, éducation, privatisation des services publics, etc.).

La solidarité

C'est gagner l'appui des membres aux actions syndicales.
C'est leur permettre de briser leur indifférence et d'avoir l'heure juste.
C'est leur permettre de décider pleinement de leurs conditions de travail en exercant leur rôle de membre d'un syndicat.
C'est lutter contre les préjugés qui nuisent à la cohésion du groupe.
C'est susciter leur adhésion à des causes qui dépassent leur intérêts immédiats (conflits dans d'autres entreprises, marche de solidarité, etc.)
C'est rallier la minorité aux décisions majoritaires.
C'est faire vivre au quotidien la démocratie syndicale.

Whereas some unions assign specific, narrowly defined duties to their stewards, others expect them to operate as worksite representatives in every respect. This role becomes even broader for unions that see their mission as more than *accommodative*. The **British Columbia Health Sciences Association (HSA)**, for example, encourages its stewards to see their "Duties and Obligations" in the broadest possible sense, which reflects the transformational aims of the union:[3]

> *Your job as a steward encompasses more than those short articles in your contract. Union policies and programs are made by the membership—the active membership. Union members want to have a union that reflects their views and interests in its policies. It's the job of the steward to ensure that all members have the opportunity to make their voices heard. A strong, healthy, democratic union needs to have the understanding and involvement of its membership. The steward is the key to making this happen.*

The Work of the Steward

Be an organizer.
Be an educator.
Be a leader.
Be a communicator.
Be a sounding board.
Be politically aware.

In many unions, the work of the steward is supplemented by other "worksite representatives" who are assigned to specific tasks, of which the most common is the Occupational Health & Safety (OH&S) representative or steward. Other functions may include benefits officers, docial convenors, etc. In addition to its *Steward Manual*, the HSA produces a *Safety Steward's Manual*, which defines the role of the Safety Steward: "*The key building block to occupational health and safety is prevention. Accidents and diseases must be stopped before they happen whenever possible.*" The Manual goes on to explain that OH & S programs are built upon three concepts of worker rights that the union movement has advanced throughout its history:[4]

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[3] HSAA, *Steward Manual*

[4] HSAA, *Safety Steward Manual.*

The Right to Know:

Every worker has the right to know about all potential health and safety hazards in their work environment. Every employer has an obligation to provide the knowledge and training required.

The Right to Participate:

Every worker has the right to participate in the health and safety program through their representative on the OH&S committee.

The Right to Refuse:

Every worker has the obligation to refuse to carry out work that could jeopardize his or her health and safety or that of co-workers, patients/clients or members of the public.

Safety Steward Duties

Each chapter elects a minimum of one safety steward, in January of each year for a period of one year. The safety steward's duties include:

Representing the chapter members on the occupational health & safety committee. The goal is to establish a working relationship with management that gets results, which means that it improves the occupational health and safety (OH&S) record for health and safety (HAS) members. You may not always be able to be friendly with management to accomplish this goal.

Advocating on behalf of the membership to the employer on health & safety matters. The safety steward brings the membership's safety concerns to the employer's attention between committee meetings and works hard to get the issues resolved. This may involve filing a grievance (in consultation with the steward team). Alternatively—or, at the same time—the safety steward can assist in further advocacy around health and safety.

Keeping members informed on workplace health and safety matters.

Communicating significant health and safety problems to the chief steward and the HAS OH&S officer.

Ensuring that an alternative safety steward is arranged to take your place at the occupational health and safety committee in the event that you are unable to attend.

Liaising with WCB safety and hygiene officers.

Attending HAS-sponsored health and safety courses to learn more about being a health and safety steward.

Liaising with HAS's representative on either the RHB or CHC-based committee.

THE LABOUR RELATIONS CONTEXT FOR STEWARD TRAINING

Training and support is provided by unions to ensure that their "worksite representatives" measure up to the wide-ranging expectations of the union and the law. Therefore, while the courses themselves may vary from organization to organization, almost all provide at least some "basic training" for their stewards, as indicated above.

While Steward training generally presents the role of the Steward as something "anyone can fulfill," in actuality, this worksite representative is expected to fulfill responsibilities that are quite serious and even onerous. In fact, the steward's ability to function effectively is one of the most basic requirements of a union as it fulfills its legal obligations. A failure to ensure this function could be fatal to the organization. The following duties are noteworthy, in this respect.

A Duty to Represent:

Reasonable attention to training is necessary, first and foremost, because competent representation is not something that a union can choose to provide (or not). Collective bargaining law in all jurisdictions in Canada makes "fair representation" one of the basic duties of a certified bargaining agent, and recent case law has reinforced the idea that this should be thorough. The wording of the *Alberta Labour Code* is fairly typical:[5]

> *151(1) No trade union or person acting on behalf of a trade union shall deny an employee or former employee who is or was in the bargaining unit the right to be fairly represented by the trade union with respect to his rights under the collective agreement.*

Jurisprudence has established that the representation provided by a union must not only be "willing" and "committed"; more to the point, it must also be competent. In other words, a representative must be knowledgeable, skilled and equipped to handle the multifarious structures, processes and challenges of our modern-day labour relations system. Some of the largest penalties and damages incurred by unions have been for cases of failure to represent, and the law makes no allowance for the representatives who are, after all, only rank-and-file activists, usually with only a few days of training. As a consequence, unions have gone to considerable length to protect themselves against this. Once again, the following excerpts from AUPE's policy on representation in the grievance procedure can be used as a case-in-point:[6]

Policy on Grievance Handling for Union Stewards & Representatives

It is necessary that union stewards be involved in this process at the worksite and promote the Union position of attempting to satisfactorily resolve complaints and grievances quickly and at the lowest level. The number of technical challenges on grievances is also increasing and therefore must be a system set up to prevent unnecessary losses.

> *Union stewards must be elected by their component (Constitution Article 15). Only recognized Union stewards and Union Reps may process grievances.*
>
> *Union stewards should be properly trained in grievance handling prior to dealing with grievances.*
>
> *Trained union stewards are encouraged to handle grievances at the informal Discussion Level and the formal Levels prior to arbitration. During the processing of any grievance, the Steward shall consult regularly with his/her union staff representative to receive guidance. As well, the steward shall submit copies of all grievances and related documents to the union staff representative immediately as they are received.*
>
> *With the recent rise of jurisdictional objections arising from grievance wording and processing, it is necessary that, prior to submitting a written grievance, the union steward consult with the union staff representative to ensure the grievance is properly written and filed.*

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[5] Alberta, *Labour Code*, RSA, Chap. L-12, s.151.

[6] AUPE, *Policy Handbook*, Policy 3.3.1 Education

Administering the Collective Agreement:

A high level of knowledge and skills related to the administration of the collective agreement are necessary preconditions for the effective Steward. Most Unions advise their stewards that their primary responsibilities are to educate, lead, advocate, represent, and counsel with respect to this one primary "source of rights." Many Unions, however, have gone further to take the position that, in order to effectively represent fellow workers, stewards must know (or at least have a degree of familiarity with) other repositories of "labour law" or member rights, such as:

Collective bargaining statutes, regulations, directives, and procedures

"Floor-of-rights " legislation, regulations, directives, and procedures, for example, employment standards, human rights, workers compensation and occupational health and safety law

Other areas of the law and their administrative procedures

Recent jurisprudence

The principles of interpretation

Policies and procedures of the employer

Policies and procedures related to benefits to which members are entitled: i.e., those in the collective agreement (e.g., dental plans; employer benefits (e.g., some pension plans); government benefits (e.g., Canada Pension Plan

Background understanding of labour relations

Transforming Workplace Labour Relations:

This union objective is seen by some unions as one of the most important roles of the worksite representative, at the same time as it is perhaps the most difficult to inculcate. Stewards cannot properly represent fellow members with an employer unless they have some understanding of the difference a union makes on the worksite. This transformational, as opposed to accommodative, role of a union, seeks to transform the employment relationship from its Master/Servant roots in common law, to one in which the collective representative of workers has equal rights and responsibilities for workplace governance. This vision formed the essence of the groundbreaking decision of Justice Rand, when he arbitrated the dispute between General Motors and the United Automobile Workers in 1946. He said:[7]

> *The social desirability of the organization of workers and of collective bargaining where employees seek them has been written into laws. That desideratum the Ford Company accepts. The corollary from it is that labour unions should become strong in order to carry on the functions for which they are intended. ….*
>
> *The predominance of capital against individual labour is unquestionable; and in mass relations, hunger is more imperious than past dividends.*
>
> *Against the consequence of that, as the history of the past century has demonstrated, the power of organized labour, the necessary co-partner of capital, must be available to redress the balance of what is called social justice; the just protection of all interests in an activity which the social order approves and encourages.*

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[7] CLLR. 2150 (1958) 1251

> *From the foregoing I draw the following conclusions. The organization of labour must in a civilized manner be elaborated and strengthened for its essential function in an economy of private enterprise. For this there must be enlightened leadership at the top and democratic control at the bottom.*

If, as asserted by Justices Rand, Laskin and others, the primary function of the union is to transform the relationship of employer/employee from that of Master and Servant to one between equals, it implies a degree of understanding on the part of the steward that surpasses technical knowledge and skill, and goes to the heart of the socio-political nature of employment. The widely accepted premise upon which most collective agreements are negotiated and administered is that the relationship is purely contractual. Many—but not all—unions have gone far beyond this conception to define a more social and political task for themselves, and therefore, for their workplace representatives; one that is encapsulated in the concept of "transformational unionism" In this respect, the statement of the CSN in the *Introduction* to this Report is fairly typical of unions that represent this tendency.

Unions are expected to make a difference to workers and workplaces. Most Canadians recognize that many of the benefits that workers today are able to enjoy are due to the historical efforts made by unions in Canada; i.e., a higher level of pay and benefits, and improved employment standards for workers in general, whether unionized or not. They recognize that unions are responsible for changes to the labour market, pensions, occupational health & safety, WCB, health benefits, etc. As well, they refer to the other social benefits for which the labour movement is credited, for example, Medicare and the "social safety net," elements of which Canadians still enjoy. An understanding of and commitment to this legacy is held by many labour educators to be a prime objective of steward training.

THE CONTENT OF STEWARD TRAINING

While the labour relations context dictates that steward-training courses share several basic similarities, the programs canvassed for this Project also differed in several respects. This is largely because steward training courses tend to be developed with particular needs and organizational priorities in mind. For instance, many of these courses are structured around specific collective agreements, other agreements, and legal frameworks under which shop stewards are expected to function.

By the same token, while steward training tends to form the pillar of most labour education programs, individual union courses do not attempt to or claim to produce a "steward-in-general." Care is needed therefore when measuring any of these courses against some external standard, and in this Project, we focused on a few, exemplary steward training courses and the criteria that contributed to their success. Once identified, we used these criteria as touchstones against which other steward training courses could be gauged.

An examination of course content provided by Unions revealed several common themes. According to **National Third Vice-President, David Tones**, the **Industrial Wood & Allied Workers of Canada (IWA)** has revised its steward training, and the following themes provide a reasonably typical outline of the kind of content in steward training courses across Canada:[8]

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[8] IWA, *Steward Training, Level I-II, Instructor Manuals*

Steward Training—Level I

Why Unions?
Labour's Structure
Anti-Union/Anti-Worker Myths
The Steward's Role
The Tools to do the Job
What's a Grievance?
Types of Grievances
Investigating the Grievance
Handling Grievances
Presenting the Grievance
Writing the Grievance
Issues to Consider

Steward Training—Level II

Investigating the Grievance
Checklist for Grievance Investigation
Contract Interpretation
Handling Disciplinary Action
What if the Grievor Won't Sign the Grievance?
Handling Grievances
Presenting the Grievance
Each Grievance Stands on Its Own Merits
A Steward's Checklist for Dealing with Supervisors
When to Bring a Grievor into a Grievance Meeting
Management's Reply
What to Remember When Talking to Union Members

According to Tones, the union recognizes its basic responsibility to provide its stewards with skills and understanding that will allow them to meet the problems and challenges they confront in the workplace. Union Representatives cannot always be available to handle situations that arise, especially as the IWA has organized workers in many remote communities. At the very least, the courses provide the participants with an idea where to find the information or assistance they require.

There are numerous variations, of course, depending on orientation, resources, and history of the union. **The Pulp, Paper and Woodworkers of Canada (PPWC),** for example, is a relatively small union in British Columbia's forest sector. According to **President Garry Worth,** the Union finds it necessary to attend to a wide range of its training objectives in one course. It therefore includes the following sections in the training it offers to its shop stewards:[9]

Introduction
The Story of the P.P.W.C.
A Historical Outline of Labour Organizations of Canada
Definitions
Confederation of Canadian Unions

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[9] PPWC, *Shop Steward Course*

The Shop Steward
Public Speaking
Dealing with Foremen
The Grievance Procedure
Writing Grievances
Note Taking
List of References
Labour Relations Board
Constitution/Policies/By-Laws
Conducting a Meeting
A Shop Steward's Dues
P.P.W.C. Locals and Certifications

The **Transportation Communications Union** (TCU) likewise incorporates elements of steward training in the training it provides for its local officers. According to **Director of Education, Maureen Prebinski**, the Union finds it necessary to bundle its training into concentrated sessions that provide officers and active members with the basics they need to fulfill their duties. This commitment to providing the fundamentals is evident in the *Manual* that has prepared for this course, which includes the following sections:[10]

Section A	*Contents*
Section B	*Message from TCU Canadian Division President*
Section C	*Union Affiliations*
Section D	*The Constitution*
Section E	*The Local Lodge*
Section F	*The Local Officers (Duties and Responsibilities)*
Section G	*The Lodge Meeting*
Section H	*The Rules of Order*
Section I	*New Canadian Division Structure*
Section J	*The Canadian Division & the Canadian Convention*
Section K	*Nature of Disciplinary Proceedings (Part I—Preparation for Hearing)*
Section L	*Part II—The Hearing*
Section M	*Part III—Handling Disciplinary Grievances*
Section N	*The Merit and Demerit Point System*
Section O	*Successful Grievance Handling*
Section P	*Representing the Members*
Section Q	*Handling Grievances*
Section R	*Presenting a Grievance*
Section S	*Progressing a Grievance*
Section T	*The Appeals Process*
Section U	*What is the CROA?*
Section V	*A Union's Duty of Fair Representation*
Section W	*Employer/Union Obligations to Protect Employees from Harassment*
Section X	*Before Unions*

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[10] TCU, *Basic Training for Local Officers*

LEVELS OF TRAINING AVAILABLE IN UNION EDUCATION PROGRAMS

Given the expectations and requirements placed on the Union Steward, it is not surprising that most unions supplement their basic training for these key players with more advanced courses and educational events.

The unions that have done the most to extend the stream of labour education are those that have managed to negotiate **Paid Educational Leave (PEL)** provisions, enabling them to extend training for several weeks. A good example of such a program is provided by the Canadian Union of Postal Workers, which was able to expand the training it offers to its stewards and officers to several weeks in length after negotiating their first PEL.

Advanced training may take the form of leadership training, in which selected stewards are groomed for leadership positions in the Union. Or, it may take the form of specialized courses, intended to enhance the Steward's ability, knowledge and understanding in specific areas. This additional training is often provided in response to specific needs that arise. The **FTQ**'s *Rapport du Comité de réflexion sur la formation syndicale* characterizes the concept of advanced training in the following terms:[11]

> *C'est un nouveau concept. Nous suggérons qu'il remplace le concept de formation spécialisée. C'est la formation qui s'adresse aux permanents et permanentes, aux dirigeants et dirigeantes de nos organisations et à ceux et celles qui sont appelés à nous représenter à l'extérieur du mouvement. C'est à l'intérieur de ce cadre de formation avancée que l'on retrouverait le program spécifique de formation des permanents et permanentes ainsi que le projet de création du Collège Québécois.*
>
> *Ces nouveaux concepts ne sont pas que des changements de mots pour clarifier notre langage, ils ajoutent un sens aux suggestions que nous allons présenter.*

Perhaps the best example of **a** "layered" approach to steward training is provided by the **Canadian Union of Public Employees. Judi Armstrong, Education Representative, Alberta Division**, explained that the major purpose of the CUPE Education Program is to build activism: providing skills and knowledge to strengthen members, their locals, and their unions; enormous "spin-offs." The Program assumes that the educational process does not end with the courses, but extends for the rest of participants' lives, and the roles they take in their communities.

In this respect, Armstrong distinguished between two types of training: (i) tool/skills-building, for immediate input into workplace and union, and (ii) personal growth courses, that also have a positive impact on workplace and community, with tangible advantages outside, as well. According to her, both are important to the development of a well-rounded steward. This is why CUPE training has been completely revamped to change its focus from technical elements (which most stewards never really employed, such as grievances), to more general ability to engage in a wide range of activities more reflective of the actual role of the union activist

A new popular education orientation focuses on five general roles: problem-solving, communication, education, leadership, and organizing, into which are incorporated such central issues as harassment and racism. This is especially true at the First Level, where the emphasis is on collective workplace action and building solidarity. The CUPE membership is reacting positively to the chance to find the answers in themselves, said Armstrong; they come up with the answers—a basic principle of adult education.

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[11] FTQ, *Réflexion Sur La Formation Syndicale À La FTQ*, 1995

The second level, the Advanced Course, is more technically driven, and deals with some of the complex labour relations issues that a steward will confront, using case studies and actual problems. Participants are asked to take the role of the arbitrator, to render decisions, and to analyze the reasons given—in essence a "pre-arbitration" course.

In third level Steward Training, separate arbitration course are taught during week-long schools, providing the tools stewards require to actually assist representatives and lawyers. The full range of courses in CUPE's four Levels are outlined in Section E. For the purposes of this Section, the following course descriptions from the Union's Level 2 Program are typical of the advanced training to enable Stewards to fulfill their functions:[12]

> ***Level 2—Steward Training***
>
> *Grievance Handling in the Workplace—Effective Stewarding*
>
> *This new course has been designed to give the steward the skills and knowledge to effectively represent workers in the workplace. While particular emphasis is placed on proper investigating, processing, and settling grievances, study material on the wider role of the Steward as Educator, Leader, Negotiator, Organizer and Listener is also included.*
>
> *Other items covered are an examination of what constitutes a good grievance procedure, an analysis of what is a grievance, time limits in the grievance procedure, types of grievances, the principle of fair representation, and labour legislation.*
>
> *A major topic in this course is the writing and presentation of a complaint or grievance. Members will learn how to write a grievance that is technically correct, and will practice strategies and tactics to use when presenting the grievance.*
>
> *A brief introduction to the grievance arbitration process concludes the course.*
>
> ***Level 2—Advanced Steward Training***
>
> *Advanced Grievance Handling in the Workplace—Advanced Effective Stewarding*
>
> *This new course has been designed to give the experienced Steward the skills to deal with the final steps in processing a grievance. Participants will practice analyzing the facts, preparing arguments and strategies for presentation of the grievance. Skills will be developed in evaluation and interpretation of collective agreement language, and handling problems at the workplace.*
>
> *This course goes beyond the basic requirements of the Steward. Members are urged to complete the Grievance Handling in the Workplace course before attending this advanced training.*

The steward training that is at the heart of a CUPE Educational Program at one time featured six levels. It has now been reorganized into four levels, which correspond to the various functions in the Union. Completion of stages are indicated by Seals and Certificates as follows:

> ***Level I****—"Our Union," with financial officers*
>
> ***Level II****—Steward training*

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[12] See CUPE, *"The Challenge": CUPE's Education Program*

Level III—*Collective bargaining*

Level IV—*All other courses*

Collective Bargaining, Level III, for example, is composed of the following components, which are also seen as necessary training for the Union Steward:[13]

> ***Introduction****: basic process, roles of committees, bargaining dynamics*
>
> ***Preparation for Bargaining****: defining issues, using resource documentation, contract language analysis*
>
> ***Weeklong Course****: technical and legal ramifications, economics, extensive role-playing; opportunity to develop skills in a safe setting and with fictitious persona*

Many courses are offered at Level IV (see listing in Section E). By the time Stewards have completed Level IV and received 4 Seals, they will have taken a minimum of 48 hours of course time. They will have participated in a process that is designed to build activism and leadership, to build confidence and provide specific skills they need to serve as role models in the workplace: as communicators, critical thinking, activism; organizing model of organizing the organized; and, taking this activity back to the locals.

They will be equipped to lead and organize, by virtue of such courses as "Ways of Winning," which focuses on campaigns and action on such challenges as contracting-out and privatization. During this course, they will work through a substantial exercise to develop a campaign strategy to fight privatization and contracting-out.

THE EDUCATIONAL IMPACT OF STEWARD SUPPORTS

Unions commonly agree that steward training courses provide only basic or entry-level education that their worksite representatives or require to perform their duties confidently and competently. Most unions provide a wide range of other activities and resources to support their stewards and allow them to fulfill their broad mandate. Taken together, these form a crucial element of steward education.

Official Status and Support

Official status and support for stewards and other responsible union officers are crucial. Why should a steward—who begins his workday just like every other worker after all—agree to go "out on a limb" for fellow workers? As **Martin D'Entremont, Alberta Representative, Grain Services Union** (**GSU**), explained, "It can be somewhat intimidating to meet the Employer as the Union's representative, especially the first time. One minute you are taking orders from the Boss and the next you're challenging his or her decisions. It's important to know when you are acting in the steward's role, and it's always best to advise the Boss when you are responding as the Union's representative."

The steward must be assured that she is supported and protected, and this forms a central objective of steward training. In his training, D'Entremont points to the Canada Labour Code and various other Trade Union Acts, the Collective Agreement, arbitration law, union staff and other members as support that the steward can depend on. To quote him:[14]

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[13] Ibid.

> *All of these sources enshrine or guarantee the rights of a steward to participate in bona fide trade union activities like grievance processing and arbitration, disciplinary meetings, negotiations, joint committees, union conventions, and union publications and communications.*
>
> *For instance, the Canada Labour Code and the various provincial Trade Union acts make it an unfair labour practice or prohibited ground for the Boss to interfere with the administration of a trade union or from intimidating, threatening, harassing, disciplining or firing you for fulfilling your role as a union steward.*
>
> *Additionally, most collective agreements contain union recognition or scope clauses which acknowledge the union as the sole bargaining agent for whatever group of employees. Some contracts, like the Local 1000 agreements, specify that the Employer is prohibited from discriminating against you for union activity. Most contracts have clauses providing for union representation at grievance meetings and arbitrations. Some of them even pay you for being at those meetings. And, again, most agreements provide leave of absence for elected union reps for union business.*
>
> *There has been a considerable number of arbitration cases setting precedents for just how far a steward can go in challenging the boss.*
>
> *One of the fundamental sources of a steward's protection comes from the Union's members and staff. Solidarity is the biggest threat facing any Boss and any Boss going after an elected steward is going to face a lot of solidarity. They have to understand that if they mess with a steward they have to mess with all of us. Any union worth its' salt is going to do everything possible to protect their activists. As most of you know several Local 1000 members were disciplined for strike activity. The GSU represented each one of them at arbitration and got the discipline reduced. We also made up the monetary difference between their suspensions and money recovered.*

Much of a steward's education occurs after the course has been completed. This is education as "work experience" during which the steward can expect to receive "mentoring" from others. For example., most unions assign Staff Representatives to specific locals or components, and they are expected to provide support as well as ongoing education to the local officers and stewards. In addition, many unions make available specialists and other resources to assist and educate the steward .

As explained by **Wayne Skrypnyk, Union Representative for the United Steelworkers of America,** mentoring is the way that most local officers, stewards and other activists actually learn to perform their duties. It is a tradition of the working class; i.e., experienced workers take responsibility for novices, teaching them how to handle the day-to-day challenges and demands facing the union. The Steelworkers depend on this form of training, as the Union expects problems and challenges to be handled by the Local. According to Skrypnyk, locally trained activists are the strength and pride of the Union.

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[14] M. D'Entremont, *Notes for Basic Steward Course, Grain Services Union*, 1997

The Steward Manual

The steward manual is one of the most important and common resources unions provide in an effort to inform and support their stewards on a continuing basis, and as expected, every union canvassed in this Project provides a manual to its stewards. In several cases, these manuals also serve as course guides for the Steward Training, and in other cases, they are distributed once the training is completed, to serve as reference guides. The **International Association of Machinists and Aerospace Workers**, for example, produces a **Pocket Guide for Stewards** which contains the following introduction:[15]

> *If you are a new steward you may have questions about your duties—and even a few doubts about your ability to do the job.*
>
> *We do not pretend that job of steward is easy. But with this Pocket Guide we hope you can avoid many pitfalls. Based on the experience of others it tells you want to expect and how to proceed. It discusses problems most likely to arise. But most of all it assures you that you do not stand alone. Behind you in the never-ending fight for justice on the job stand your local lodge, your district, your International Union.*

Unions that cannot produce their own manuals are invited to use the one produced by the **Canadian Labour Congress**, which contains sections that provide a fairly typical template for union steward manuals across Canada:[16]

Table of Contents

Why Unions?
Labour's Structure
Why Do We Have Stewards?
The Role of the Steward
What You Need
What Should the Steward Know?
What's So Wonderful About the Contract?
What's a Grievance?
Types of Grievances
Investigating the Grievance
Writing the Grievance
Going Through the Grievance Procedure
Arbitration
Contract Interpretation
Presenting the Grievance
Harassment
The Steward-Supervisor Relationship
Dealing with Employee Involvement Schemes
Staying Organized
Why Political Action?
Glossary of Labour Terms

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[15] IAM, *International Association of Machinists and Aerospace Workers, AFL-CIO Pocket Guide for Stewards*

[16] CLC, *Canadian Labour Congress—The Steward Handbook*, 1998

The Chief Steward

Another type of support is provided by the Chief Steward, who is generally a senior and more highly educated steward who takes responsibility for all the Steward functions in a specific workplace or local, where the union constitution provides for such a function. The *AUPE Constitution*, for example, provides for a Chief Steward who serves as a member of the Component Executive:[17]

> ***18.01 (f) Chief Steward***
>
> *The Chief Steward shall act as the coordinator of Steward activities and shall maintain active liaison with the Headquarters of the Union.*

Technical support

Yet another support consists of the resources provided by the Union, staff specialists, access to technical support, etc. The Canadian Union of Postal Workers National Constitution, for example, describes some of the provision that has been made for technical, experienced support to stewards, worker representatives and other local activists. The following sub-sections describe the role of the National Grievance Officer, who is required by Constitution to "contribute to the education of the leadership and the membership by issuing regular bulletins.":[18]

> *4.57 The National Grievance Officer shall:*
>
> *deal with all judicial and quasi-judicial actions undertaken for the benefit of the members;*
>
> *be authorized to retain the services of specialists and legal advisors where need be for cases of arbitration and other judicial or quasi-judicial actions in accordance with decisions taken by the National Executive Committee or the National Executive Board;*
>
> *analyze the results of grievances and arbitration decisions in order to ensure that collective agreements are also respected and to provide advice and documents to negotiating committees;*
>
> *contribute to the education of the leadership and the membership by issuing regular bulletins and summaries of arbitration decisions in cases of interest for the Union;*
>
> *upon request from a regional office, provide explanations of higher decisions not to recommend action before the courts;*
>
> *keep abreast of arbitral awards concerning other unions so as to be aware of trends in the settlement of such issues;*
>
> *be alert to new and pending legislation affecting the interest of the Union and its members and inform the National Executive Committee, the National Executive Board and the union membership in general of any such development;*
>
> *be responsible for the preparation of an index of adjudication and arbitration decisions rendered in the Union and other appropriate cases;*
>
> *send these to the regional offices as available and shall be the officer responsible for maintaining and updating any documents relating thereto.*
>
> *Through the National Executive Board, he/she is responsible for union management meetings at the national level. He/she shall prepare the agenda and set the dates. In addition, he/she shall*

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[17] AUPE, *Constitution Of the Alberta Union of Provincial Employees*, 1999

[18] CUPW, Canadian Union of Postal Workers National Constitution—Revised 1996

> *carry out all relevant research with the assistance of the national officers concerned, specialists and/or technical advisers.*

This type of support is vital to stewards, who may otherwise feel overwhelmed by the technical nature of the task, especially in the advanced stages of grievance handling. In addition, CUPW provides several other levels of support, such as the **National and Regional Union Representatives** who work in several areas, including those for which the Steward requires most technical assistance, as described in the following sections:[19]

> *10.01: Four National Union Representatives work in the grievance-arbitration section in conjunction with the National Grievance Officer, with at least one dealing with French grievances and at least one dealing with English grievances.*
>
> *One National Union Representative works in the grievance-arbitration section in conjunction with the National Grievance Officer to deal primarily with files dealing with consultation with the employers.*
>
> *One National Union Representative works in the grievance-arbitration section in conjunction with the National Grievance Officer to deal primarily with health and safety matters, workers' compensation, benefit plans, unemployment insurance and pensions.*
>
> *10.07: Under the direction of the National Director, the duties of a Regional Union Representative are:*
>
> *To provide to Locals, in conjunction with the applicable responsible regional officer and through research and investigation, technical advice on the following:*
>
> *superannuation;*
> *grievance procedure;*
> *local union structure;*
> *local union by-laws;*
> *local union finance;*

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[19] *Ibid.*

E. UNION LABOUR EDUCATION PROGRAMS

ADDRESSING THE UNION'S ROLE THROUGH UNION EDUCATION

While the training of union stewards and related workplace representatives makes up perhaps the most consistent area of labour education, it is nonetheless only a small portion of the total educational offerings we considered in this study.

Union labour education programs extend much further, because the aims of union labour education are much broader—they are the aims of the unions themselves. In other words, they must take into account the whole range of objectives which unions need to address if they are to grow, thrive, and fulfill their historical missions. There is a wide range of opinion about what this entails, however. Canadian Senator and historian Eugene Forsey provides a listing which is commonly agreed to be about as good as any in identifying the core functions or "missions" of trade unions: [1]

> *First, foremost and always, more money, higher wages. ...*
>
> *Second, more leisure time. ...*
>
> *Third, more control over working conditions: protection against piecework, speedup, "scientific management," uncontrolled technological change, protection against industrial accidents and disease; provision for employers' liability, until the early years of this century, and after, state workers' compensation at an adequate level. ...*
>
> *Fourth, more control over the supply of labour. ...*
>
> *Fifth, more political power. ....*
>
> *Sixth, from at least the 1890s, taxation based more on ability to pay. ....*
>
> *Seventh, more social security. ....*
>
> *Eighth, more legislative safeguards for union rights. ....*
>
> *Ninth, more legislative safeguards for the total environment*

Furthermore, if we accept the views of Justices Rand, Laskin and others who provided some of the earliest interpretations of the nature and significance of the Post-War collective bargaining regime (see Part D), a primary function of the union is to actually transform the relationship of employer and employee from one of "Master and Servant" to that of equals. Such a historical task implies a degree of understanding on the part of the union leader or activist which goes far beyond technical knowledge and skills; it goes right to the heart of the socio-political structure of the employment relationship—and indeed, of society itself. It may be true that the legal premise upon which most collective agreements are negotiated and administered is that the relationship is purely contractual. However the vast majority of unions have gone beyond this, and express an intent to engage in at least some form of "transformational unionism," implying an appropriate educational effort.

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[1] E. Forsey in *Lectures in Canadian Labour and Working-Class History*, edited by W. J. C. Cherwinski and Gregory S. Kealey, Committee on Canadian Labour History & New Hogtown Press, 1985.

This is why our study of courses and educational events offered by unions and related organizations was based on an analysis of common demands that they must address in one way or another. In addition to the imperatives (identified in Part D, with respect to the training of stewards), the following demands faced by unions explain the breadth of labour education today.

Demands Placed Upon the Union as an Organization

Maintaining an organization implies, as a minimum, maintaining a body of union officers and functionaries who are capable of running it. This means that, beyond the normal administrative and leadership functions that can be expected of any organization, union officers would have to understand all of the financial and legal obligations that are unique to unions as legal entities (e.g., *Taft Vale,* and other awards that established their obligations and rights), and have the competence to fulfill these adequately. This is why most unions regard the training of officers as a priority.

As explained by **Trudy Richardson (UNA),** union officers often find themselves elected to positions that are accompanied by demands for which they have little background training. This aspect of labour education must therefore offer the fundamentals, beginning with an understanding of the union's structure, processes and history. Like most other unions, UNA provides regular training sessions to ensure that new officers have the basic training required and also publishes a series of manuals that contains much of the information they require.

Demands on the Union as Administrator of the Collective Agreement

While this function is usually the focus of business unionism, it is an obligation that all unions must face. The union and its active members must be fully equipped to deal with the management function of the employer as it concerns the administration of the collective agreement. And, as the human resources apparatus of the employer become more sophisticated, unions must be able to relate to an increasingly bureaucratized and legalized structure and process. It does not escape the attention of unionists that human resource managers engaged by the employer are typically highly-trained for their role at public expense, and that they have access to costly legal advice and support. By the same token, union officers, stewards and other activists learn that the exercise of this administrative role in a union can ultimately bring them into direct confrontation with the State and its many departments and agencies.

As explained by **Rob MacKinnon (IAM),** the administrative function requires more than an ability to interpret the technical provisions in a collective agreement. The activist must be educated to understand and participate in the process of collective bargaining as well as the give-and-take between management and member on the worksite, which is indirectly a part of the bargaining process. In addition, enforcement of the collective agreement depends upon constant education of the union members, who might otherwise be unaware that their rights are being violated. Labour education provided by the IAM and most other unions canvassed in this Project aims to produce a union leader who is capable of looking after all of these functions.

Demands Placed Upon the Union as a Guarantor of Rights and Obligations Provided by the Laws, Social Safety Net, and Other Provisions that Affect Union Members

With few exceptions, unions have adopted an educational and advocacy role, which involves the empowerment of members to understand and take full advantage of the rights that they have as workers, union members and citizens. Attention to these areas was evident in the educational programs of most unions canvassed.

As explained by **Dave Bleakney, CUPW** devotes time and effort to building an awareness and some degree of technical competence with a wide range of legislation, regulation and administrative rules in such areas as: Workers' Compensation, Employment Insurance, minimum labour standards, occupational health & safety legislation, and the relevant human rights legislation. Not only must activists understand the technical aspects, they must appreciate the forces and circumstances at play to either weaken or strengthen the provisions upon which workers rely, and to take appropriate political action to maintain protection in these areas. Finally, the activist must be capable of communicating or educating fellow members to these provisions, as Canadian workers are typically unaware of their rights.

CUPW, like most unions, is not able to devote much time to any specific area of legislation or "worker rights" (Note: Occupational Health & Safety is the exception for some). Its education program provides participants with enough training to (i) raise their awareness of the area, (ii) increase their ability to read and interpret legal wording, and (iii) understand the process of claiming and protecting member rights. Trained CUPW activists are extremely aware of their rights under the law, and are willing to share their knowledge with their fellow workers, which illustrates their ability to use legislation once they have been given a brief introduction to it.

Demands Placed Upon the Union as an Agent of Political and Social Struggle

Training a political cadre is a daunting task, but many of the unions canvassed understand that they are required to attend to this function if they wish to fulfill their objectives. This explains why so many unions devote considerable resources to this area of education, and indeed, why they are the major providers of non-formal adult education in Canada today. It also begins to explain the extent to which social and political objectives are interlaced in almost all of the training and education conducted by unions today.

For the most part, political issues are addressed by unions in a broad context; i.e., unions understand that the basic focus of political and social struggle are the relations of work on the shop floor. These relations are reflected in the contextual social, economic and political relationships of their society—and ultimately the state, which is understood (for the most part) to act as the guarantor of these relations. This aspect of unionism is only partially directed at electoral objectives; but when it is, the educational objectives are clear, specific and unapologetic. The following direction from the President of the **Nova Scotia Government Employees Union**, for example, explains why the Union became involved in the 1997 General Election. Unions that become involved in electoral politics hold courses, conferences, rallies and seminars to educate their members. In this case, "labour education" began with a mass mailing of a letter containing the following excerpts to all members:[2]

> ***Election 98: We can make a difference on March 24***
>
> *The Nova Scotia Government Employees Union, as the representative of 18,000 public sector workers in Nova Scotia, will be doing everything it can to ensure no government ever treats public sector workers the way the previous two governments have.*

---

[2] D. Peters, NSGEU President, *Letter to Members*, March 2, 1998

> *Our goal during this election is to secure a government that respects working people, a government that respects freely negotiated agreements, and a government that is willing to consult with workers when change is needed….*
>
> *Public sector workers in Nova Scotia have a lot at stake in this election. Public services and public sector workers have borne the brunt of governmental cutbacks. NSGEU members provide valuable service to people and communities. We deserve to be told the truth during election campaigns about what each Party's intentions are as government…..*

THE SCOPE OF UNION EDUCATION PROGRAMS

As explained in Part D, if there is any "core" to labour education, it would be in the training and support that unions provide to their stewards. It was not surprising, therefore, that the Project was able to identify a great deal of commonality in the steward training that is being offered by unions across Canada.

It was much more difficult to identify common ground in the other courses and educational experiences provided by unions in their efforts to provide their staff and membership with the education they require to perform their functions. While the demands or organizational requirements for an educated leadership and membership (outlined in #1 above) are held in common by unions, the specific response depends greatly upon available resources, orientation, and tradition. For this reason, the range of courses and experiences offered in labour education programs is extremely broad and diverse. This section describes the program offerings a few organizations provide as a sample of the type of courses that we can expect to see in the fabric of labour education across Canada.

One of the best accounts illustrating the breadth and extent of labour education was provided by the **Quebec Federation of Labour (FTQ)** in the following summary of their education programs compiled by a meeting of labour educators organized. The following is taken from the report of that meeting:[3]

> *En 20 ans, nous avons tenu 200 sessions de formation de formateurs et de formatrices (incluant leur perfectionnement) préparant ainsi quelque 3 025 personnes qui ont offert la formation de base aux confrères et consoeurs de leur syndicat ou Conseil du travail.*
>
> *De 1973 à 1993, quelque 247 000 militants et militantes ont recu, en conséquence, une formation de base pour exercer leurs fonctions de délégué et responsables de dossiers. Les syndicats et Conseils du travail ont réussi cette vaste formation auprès de leurs membres en organisant 12 700 cours variant de 1 à 3 jours généralement. De son côte, le Service de l'éducation de la FTQ rejoignait pendant ces 20 ans, en formation spécialisée, 8 625 permanents et permanentes, dirigeants et dirigeantes, membres de comités, pour leur offrir des formations spécialisées durant de 1 à 5 jours. C'est au total 390 cours qui ont été organisés pour augmenter les compétences des plaideurs et plaideures, négociateurs et négociatrices, dirigeants et dirigeantes des syndicats et des Conseils du travail.*
>
> *Un effort de toutes les structures syndicales a permis de rejoindre et de former en moyenne par année depuis 20 ans:*

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[3] FTQ, *Réflexion Sur La Formation Syndicale À La FTQ*, "1ere Partie: L'Évolution De Notre Système De Formation: Principaux Constats ," 1998

150 formateurs et formatrices (un cours de 5 jours)

430 personnes en formation spécialisée

12 350 personnes sur les cours de base.

The extent to which labour education programs are developed to serve the union functions identified above by Forsey can be appreciated in the ambitious schedule of courses offered by the **British Columbia Government & Service Employees' Union (BCGEU)**, a public sector union that had its origins in provincial government employment. The list combines a few fairly typical courses, with other courses that reflect the mission, priorities and resources of this particular union. As explained in the BCGEU Course Calendar, the following are considered core courses and modules:[4]

B.C. Government & Service Employees' Union Courses for 1998-9

Leadership
Basic Shop Stewards
Advanced Shop Stewards
Local Officers' Training (II Modules)
Activist Training
Assertive Communication in the Workplace—Part 1
Assertive Communication in the Workplace—Part 2
Grievance Handling—Step 1 and Step 2
Facing Management
Role of Shop Stewards in Effective Handling of Harassment Complaints
Equality Courses: Valuing Our Diversity
Equality Courses: Employment Equity
Sexual Harassment in the Workplace
Stopping Sexual Harassment in the Workplace
Effective Workplace Communication with Persons with Disabilities
Trade Union Activists Traveling Alone
A Balancing Act (Sandwich Generation)
Without Fear (Fighting Violence Against Women)
Trade Union Women and Aging
Union Men and Women Talking
Assistance, Education & Effectiveness Training for College Board & Education Council Members
How to Run an Effective Committee
Parliamentary Procedure & Public Speaking
Telework
Master Agreement Union and Management Joint Training Program—Steward
Manager Step 2 Designates

This core calendar is supplemented by other educational events, such as the ***BCGSEU Labour Unions and Community Coalitions Course*** which provides education in topic areas such as **What is a Coalition?**

The program of the **British Columbia Teachers' Federation (BCTF)** is likewise broad, reflecting the organization's historical emphasis on education, as explained in Part C. The BCTF program exhibits a somewhat different focus and style of organization, however, reflecting its priority on leadership training. The 1997-98 program consisted of:[5]

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[4] BCGEU, *Education Program*, 1998.

BC Teacher Federation Training

Union Representatives in Schools
Leadership Development Programs

BCTF Contract Enforcement

Grievance Handling
Appeals
Mediation
Interest Arbitration on Local Matters
Payment

BCTF Legal Advice and Legal Aid to Members

Advice
Investigations
Legal Aid
Individual Member Procedures and Appeals

BCTF Mid-Contract Modification Process

Modification Inclusions
Modifications to Local Matter Agreements
Modification to Provincial Matters Agreement—Central Provisions Negotiated by Prov. Parties
Modification to Provincial Matters Agreement—Multiple Standard by Virtue of A.2.2 of TCA

BCTF School Union Representatives Curriculum—1997/98

Role and Function of Staff Representative
Advocacy: Use it or Lose it
To Grieve or not To Grieve—Level 1 Grievance
Good Grieve!! Level 2 Grievance
Staff Representative and BCTF Code of Ethics
Contract Awareness Workshop
Health and Safety
Conflict Resolution
School Staff Committees: Their Role in the School
Effective Meetings
Setting Local Priorities and Planning for Action
Harassment/Sexual Harassment
School Based Management

BCTF School PD Representative Training Curriculum 1997-98

Needs Assessment/Goal Setting
Role of SPDRT/Advocacy for PD
Working with and Advocacy with Parents
Resources for PD and Implementation

---

[5] BCTF, *School Representative Training, Curriculum Description, 1997-98,* and numerous other documents that were provided.

Accreditation
Accountability in Education
Challenge and Equivalency
Changes to the IP Letter Grade
Personal/Professional Development Planning
Support for Beginning Teachers
Enhancing Teaching Practice: A BCTF Initiative
Homophobia and Heterosexism
Anti/Poverty Campaign
BCTF Social Justice Review
Gender Equity
Racism-Free Schools
Dealing with Controversial Issues
The Many Ways to Do PD
Ministry for Children and Families
Teacher as Researcher
Other Issues

Leadership Development Program
Summer Conference
School Union Representative Training
Union Leadership Institute

These specific courses and institutes are supplemented as required several Leadership Institutes and Staff Representative Training Workshops scheduled at various times of the year.

Much the same focus is evident in the response of the **Ontario Secondary School Teachers' Federation (OSSTF)** to our *Athabasca University Labour Education Project Survey Questionnaire*. Like the BCTF, the OSSTF Education Program focuses on training members to participate in both protective and professional issues. As well, training is conducted by both OSSTF staff members and members of provincial committees. The ability to lead workshops is seen as a requirement for staff. Committee members are trained by other committee members and staff; many are experienced locally and, as teachers, are assumed to be capable of training others. The following describes their *Professional Activities*:[6]

> *Our Professional Services Cluster and the Educational Services Committee run a variety of conferences, workshops, seminars and summer institutes on educational issues. Some of these are run in cooperation with school boards. There are also Regional meetings to assist local Professional Development Chairs and members of the provincial committee provide training and support. We offer an annual "Train the Trainer" workshop for members who will then lead sessions on our Resource Books, which are best sellers. There is a bi-annual Conference for Educational Services Officers.*

La Confederation des Syndicals Nationale (**CSN**) provides an educational program which is divided on three levels, reflecting its organization and operational style: at the Confederation, in its Federations (sectoral organizations), and in its Conseils Centrals (area councils[7]). The offerings at the level of the Confederation illustrate the extent to which unions in Quebec offer at least the same broad range of courses in their programs as are offered in the rest of Canada.

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[6] OSSTF, *Reponse to Labour Education Project Survey Questionnaire*, 1997

[7] Note: These are separate and distinct from the Local Area Councils which are established under the CLC/FTQ.

An impressive range of courses and educational experiences is also offered by the CSN at the level of the Conseil Central, as explained in the course calendar published by the **Conseil Central du Montreal Metropolitan. Jean-Claude Gagnier, Conselier, Service de la Formation;** provided a step-by-step explanation of the *Program de Formation 1997-1998;* which advertised approximately 50 separate courses, varying in length from one to six days. It is notable that several of these courses are offered in English as well to accommodate that segment of the membership:[8]

Fonctionnement Syndical
Exécutif Syndical
Trésorerie (Tenue de Livres
Comité de Surveillance
Délégué-es De Département
Comite de Condition Féminine: Plan D'Action
Préparation à la Retraite
Histoire du Syndicalisme

Les Réseaux D'Entraide
Journal

Journal Syndical
Écriture Journalistique
Rédaction d'Articles

Santé—Sécurité
Accidents et Maladies du Travail
La Violence en Milieu de Travail
Le Retrait Préventif de la Femme Enceinte

Participants in the Montreal CSN schools are advised that they should take part in *Assemblées Générales du Conseil Central*, which are the 2-hour meetings in which the labour central does its business and allows its activists and officers to interact with each other. The CSN also backs up its program with an extremely wide range of literature and audio-visual aides. (see Part G).

Other Offerings: Finally, some of the offerings in the programs of other unions are included, as they provide an indication of the breadth and diversity of the courses and educational offerings across Canada. **The Health Sciences Association of British Columbia**, for example, included the following Basic Union Tool Courses in its 1997-98 listing. In addition, it provided training, which it listed as Equity Courses, Campaigning and Lobbying Courses, and Economics and Public Policy Courses (e.g., Popular Economics/Global Solidarity):[9]

Steward Training Level 1
New Certification Workshop

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[8] Conseil Central du Montreal Metropolitan (CSN), *Mouvement et Organisation*, 1998

[9] "Health Sciences Association of B.C. " in National Union, *Union Education Catalogue*, 1998

Steward Training Level 2

  - *Advanced Grievance Handling*
  - *Leadership Skills*
  - *LTD, Return-to-Work and Duty-to-Accommodate*
  - *Harassment*

Occupational Health and Safety
Stress in the Workplace
Supervisors in the Union
Organizing Model Workshop

The Manitoba Government Employees' Union Education Program offered the following courses:[10]

Basic Steward—Level I
Table Officer—Level II
Advanced Steward & Officer Training—Level III
Negotiator Training—Level IV
General Educational Module (GEM)
Education Seminar—Level V

  - *Dispute Solving Mechanisms*
  - *Technological Change*
  - *Women's Issues*
  - *Human Rights*
  - *Health and Safety*

Leadership Dynamics—Level VI
Advanced Leadership Dynamics—Level VII
Health and Safety
Office Hazards
Hazards for Health Care Workers
Membership Training and Assistance Program (MTAP)
Women's Seminar
Pension Seminar
Board Orientation Seminar
Membership Information Day
Labour College of Canada Residential Program
Labour College of Canada Distance Education
Affiliate Education

Another provincial government employees' union, **the Nova Scotia Government Employees' Union Education Program** listed the following courses:[11]

General Membership Workshop
Level I Stewards
Level II Stewards
Level III Stewards
Leadership Development
Pre-Retirement

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[10] *Ibid,* "Manitoba Government Employees' Union "

[11] *Ibid.*, "Nova Scotia Government Employees' Union "

In-Local Workshop (Stewards)
Occupational Health and Safety—Level I
Occupational Health and Safety—Level II
Occupational Health and Safety—Level III
Family Education/Vacation Program
Financial Planning
Occupational Health and Safety Conference

Significant features of the **Education Programs** offered by the **Canadian Auto Workers (CAW/TCA—Canada)** are described elsewhere in this study. For the purpose of this section, it should be noted that the program has been shaped by the introduction of Paid Educational Leave (PEL) provisions in CAW collective agreements. Therefore, while a significant addition of intensive, lengthy and expensive in-residence courses was made possible because of PEL, a whole range of activities, including Area & Weekend Schools, Local Union courses, and basic Union Training are still paid for by a 3 per cent allotment from total union dues. Specific courses in this last program include the following:[12]

Women's Leadership
Activist as Educator
Anti-Harassment Training
Arbitration
Intro to the CAW Family
CAW Culture
Collective Bargaining
Environment Awareness
Good Medicine
Health & Safety
Human Rights Session I
Human Rights Session II
Human Rights Session III
Labour Law
Parliamentary Procedure
Planning for Future
Steward Training-Basic
Steward Training-Advanced
Time Study Intro
Employment Insurance
Union News
WCB—Basic Introduction
Workplace Reorganization

A GROWING EMPHASIS ON PAID EDUCATIONAL LEAVE (PEL)

Field research undertaken in this project revealed a growing emphasis on Paid Educational Leave (PEL) amongst unions and education officers. There is a growing recognition that the increasing complexity of labour relations and an increasing reliance amongst members on the union as an avenue through which they can claim their rights, resolve problems and achieve their goals translates into a demand for union education. To meet this demand, unions are finding that they have to go beyond the standard one to two day course to courses that last from one to four weeks, which strains the financial ability of the unions to deliver.

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[12] CAW, *Program Descriptions for CAW/TCA—Canada Area Schools*, 1997

A growing number of unions have found a solution to this problem in programs falling under PEL. Perhaps the most widely acclaimed is that of the Canadian Auto Workers, a union which has parlayed its increased resources into a permanent training centre at Port Elgin on Lake Erie, Ontario.

CAW Paid Education Leave Provisions: The **Canadian Autoworkers Union** has probably one of the most comprehensive and dedicated policies on labour education in Canada today. This commitment to education is reflected in the Union's Policy, which states:

> *Today, many formerly unorganized workers are joining our union, and the new generation of workers in our existing workplaces has no automatic historical ties to the principles of unionism. At the same time, the attacks on unionism are both increasing and more sophisticated. These changes in the workforce and in corporate strategy are intensifying the educational needs of our leadership and membership.*[13]

For the purposes of this section, CAW was also amongst the first of all unions to commit itself to negotiating Paid Education Leave (PEL) to provide a secure financial basis for its programs. More than that, it was able to establish a principle for PEL that has been followed by several unions since: that although the employer pays for the program, control of the design and delivery of it remains totally in the hands of the Union. It has also invented the concept of a "subsidy fund" to allow it to use some of the proceeds from overall PEL monies to fund some activities for CAW members of smaller locals that would not otherwise be covered by PEL. Today, PEL is a fact of life for CAW members in hundreds of workplaces; in fact, over 75 per cent of all CAW collective agreements contain articles providing for this feature. The following model clause has been developed for use by other unions:[14]

> *The company agrees to pay into a special fund three cents ($.03) per hour per employee for all compensated hours for the purpose of providing paid education leave. Said paid education leave will be for the purpose of upgrading the employee skills in all aspects of Trade Union functions. Such monies to be paid on a quarterly basis into a trust fund established by the National Union, CAW and sent by the Company to the following address: CAW Paid Education Leave Program, R.R. #1, Port Elgin, Ontario, N0H 2C5. The Company further agrees that members of the bargaining unit, selected by the union to attend such courses, will be granted a leave of absence without pay for twenty (20) days class time, plus travel time where necessary, said leave of absence to be intermittent over a twelve (12) months period from the first day of leave. Employees on said leave of absence will continue to accrue seniority and benefits during such leave.*

With the benefit of PEL, the Union is able to conduct (among other courses) a comprehensive 22-day residential development program. In addition to the extended period, this funding allows the Union to engage in training that goes far beyond skill development. The program is ideological, with a strong emphasis on labour history, use of newspapers and other source documentation to analyze economic developments and multi-modal techniques.

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[13] CLC, Report of the Trade Union Educators Conference, 1997

[14] *Ibid.*

The Port Elgin Centre has since become a centre for many unions, including the **Canadian Union of Postal Workers**, whose educational officer, **Dave Bleakney,** offered an in-depth account of the program that has been made possible by a levy that was negotiated with Canada Post.

Since 1992, according to Bleakney, CUPW has enjoyed a negotiated education leave provision in its collective agreement, in which the employer pays 3 cents per hour on all regular part-time, full-time and temporary workers into a **Union Education Fund (UEF).** In addition to a full range of training opportunities, conferences, and affiliate schools, CUPW is now able to offer an intensive four-week residential program that is open to rank-and-file members, as well as to stewards and local officers.

The Residential Course relies on the students for material, relating to their experiences (usually negative) in the community and the workplace. Role playing is used to re-enact situations and allow students to work through them. The first, introductory week is followed by an interval of time in which the student is expected to return to work in the Local and to collect background information that can be used in the final three weeks.

In addition, the four weeks are organized to provide facilitator/instructor training at the same time providing more advanced theory and content. The aim is to train a cadre of "Worker Instructors" who are able to broaden the base of union support through educational activities. CUPW Residential Program Application Form asks for the following information:

Section A: Personal Information
Section B: Schooling
Section C: Labour Education
Section D: Trade Union and Other Activities
Section E: Your Statement (Written, Audio or Video)
Section F: Signature of a Local or Union Officer
Section G: Dates of Program

Content for the four weeks of the Union Education Program, four week Residential Course was listed by Bleakney as follows:

Week 1: Introduction

Class Analysis
Rise of Capitalism
Public Speaking
CUPW History
Labour Music

Week 2: The "Ism's"

Sexism and Fascism In Society and in the Workplace

Week 3: The State

Economic/Political Issues
The History and Role of the State
The Role of Free Trade
The Quebec/Canada Issue

Week 4: Union Leadership
Political Action
Union Convention; Resolution Writing, etc.
Public Speaking and Debate

After the course newly trained worker instructors work with regional officers to deliver sessions to the membership in the field, including both the "tool" courses for stewards and officers, as well as "action" courses on such topics as QWL or NAFTA. Considerable effort is taken to ensure that these offerings correspond to what members need, as well as to ensure that the Union's aims are achieved in the area of communications.

Other CUPW education: In addition to the four week Residential Schools, the UEF allows the Union to sponsor five-day skills-building courses in the regions, covering such diverse topics as leadership training; arbitration (regular and advanced); women in leadership development (WILD); health and safety; instructors' training; collective agreement; advanced shop stewards; letter carrier route measurement; and organizing the unorganized. A five-day National Human Rights course is also offered regularly. Between 1993 and 1997, the five-day courses were attended by approximately 2,500 students, or approximately 10 per cent of the CUPW membership. The program belongs totally to the Union; under the terms of the agreement, the employer is entitled only to an expense statement and the necessary receipts.

Applicants wishing to attend these courses must tell the UNIM why they are interested in the training. To overcome problems with written communications, they are allowed to submit audio and videotapes, instead of an essay describing their experiences and involvement in union or related activity.

According to Bleakney, the negotiated education fund has allowed CUPW to establish coherence and continuity in its education work. More than that, it has allowed the Union to develop an education program based on the Organizing Model of Unionism[15], in which education and every other key union function is based upon the need to organize. Even the "tools" are provided as a means or basis to organizing; for example, Work Evaluation is pursued in a way that is calculated to build resistance to the employer, rather than simply to promote number crunching.

This method of building a "Culture of Resistance," according to Bleakney, gets away from some of the traditional and narrow forms, which had the effect of dividing union militants from the rank-and-file. Worker instructors are taught to relate workplace issues to the background of power in which they exist. Their efforts are reinforced by the *CUPW Newspaper*, as well as by other literature.

The National Education Program also includes two-day and three-day seminars each spring and fall on a sub-regional basis. These are typically "tool" courses ranging from elements of the collective agreement requiring special attention to basic stewards' and local officers' training, to equality and orientation issues such as violence against women, homophobia, racism and sexual harassment. As well, many larger locals provide further education programs. One example is the labour economics course, entitled, ***CUPW—The Struggle Continues—Worker Perspective—Economic Growth Unit,*** which was of the following components: [16]

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[15] *Organizing Model of Unionism*

Introductory Activity— "Solidarity Bingo"
Media Literacy
Canadian Labour History
Labour Management Relations
Anti-Union Government Policies
Harassment
International Labour Issues
Child Labour
Quality of Worklife
Technological Change
Culminating Activities

THE "LAYERING" OF COURSES

Depending on how fully developed and articulated the Union Education Program, courses and other educational events may be layered or graduated by the union. The understanding is that such a graduation will allow for training more focused on certain roles or functions in the Union.

The following program schedule provided by the **Canadian Union of Public Employees** provides an example of a fully developed Union Development Program:[17]

> *The Union Development Department's Four Level Certificate Program provides a systematic and orderly progression through a four level course of study, offering members the knowledge and skills to competently handle all aspects of trade union activities.*
>
> *Under this program members earn recognition of their achievement (certificates, diploma and seals) as they progress through the various levels.*
>
> *An individual's own motivation will determine how fast the Four Level Program is completed. We strongly recommend that members complete the courses in the first three levels in the order shown in this brochure.*

The new CUPE Program described by **Judi Armstrong, Education Representative for the Alberta Region** contains provision for the following methods of recognizing levels of training in the Union:

> *Certificates—individual certificates are issued to members upon successful completion of each course at the various levels.*
>
> *Diplomas—a diploma is issued when a member qualifies for the first Seal, regardless of the level of the course.*
>
> *Seals—appropriate seals for the Diploma will be issued when the member has met the basic requirement(s) of each level.*

CUPE training is structured into four levels (previously six) and is offered to stewards and officers as follows:[18]

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[16] CUPW, *Fall 1998 Union Education Program*, 1998

[17] CUPE, *The Challenge ": CUPE's Education Program:*, 1998

Level I—New Members and Officers

Our Union—A Course for New Members
Financial Officers

Level 2—Steward Training

Grievance Handling in the Workplace—Effective Stewarding
Advanced Steward Training: Advanced Grievance Handling in the Workplace—Advanced Effective Stewarding

Level 3—Collective Bargaining, Parts 1-III

Part 1—Introduction
Part 2—Preparation
Part 3—Research and Statistics

Level 4—Specialized Courses

The courses offered in this level fall into three categories:

- *Courses that offer more intensive study in a subject that has already been introduced at a lower level*
    - *Advanced Parliamentary Procedure*
    - *Face to Face Communication*
    - *Labour Arbitration*
    - *Public Speaking and Parliamentary Procedure*
- *Courses designed to broaden the understanding of the role of trade union activity in the wider context of Canadian and world citizenship*
    - *Introduction to Economics—Fundamentals of Economics*
    - *Labour Law*
    - *Political Action*
- *Courses that deal in detail either with a specific concern of all working people or with the concerns of a specific group of CUPE members*
    - *Adult Education Techniques:*
    - *Aids in the Workplace*
    - *Assertiveness Training*
    - *Asbestos in the Workplace*
    - *Breaking Through the Barriers*
    - *Contracting Out and Privatization: Ways of Winning*
    - *Introduction to Health and Safety (Weekend course)*
    - *Basic Occupational Health and Safety (30-hour course)*
    - *Advanced Occupational Health and Safety (33-hour course)*
        - *Health and Safety of Health Care Workers*
        - *Health and Safety of Municipal Workers in the Roads and Traffic Departments*

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[18] *Ibid.*

~ *Health and Safety of Municipal Workers in Sewage Treatment Plants*
~ *Health and Safety in the Office*
~ *Health and Safety of Social Service Workers*
How to Participate in the Labour Movement
Organizing
Pay Equity
Retirement Planning
Strategies for Equality
Technological Change
Women in the Union
Workplace Hazardous Material Information System (WHMIS)

Other courses frequently offered in the **CUPE Education Program** include:

A Guide to Mergers
Basic Human Relations
Facing Management
Job Evaluation
Pensions and Employee Benefits
Public Relations
Total Quality Management (TQM)
Unemployment Insurance and Workers' Compensation
Union Counseling
Union Leadership
Workplace Stress

This layering affects the members who are admitted or recruited to attend the next level of union courses and union functions. It is also reinforces the understanding that unions such as CUPE are offering a highly sophisticated and integrated educational experience to their active members.

Although most other unions provide for some degree of layering, they are not usually as highly structured as are CUPE's. The **OPSEU Union Program** is organized into levels, but as explained by **Education Officer Jim Onyschuk**, these categories or levels have more to do with target groups and delivery format than with degree of advancement in the education program. Paid Educational Leave is particularly required for courses that take place for a week or more, according to Onyschuk. The following levels are noted:[19]

> ***Residential schools****: of one to two weeks In all four weeks, with two weeks devoted to labour law, labour and the economy and labour and politics, and the second two weeks devoted to education facilitator skills and methodology.*
>
> *One week schools at Port Elgin and elsewhere, to enhance skills and understanding: social and*

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[19] OPSEU, *Union Education Program*, 1998

union directions, grievances, negotiating, parliamentary procedure, meetings and public speaking and health & safety

Building Powerful Locals*: which employ the Organizing Model for teaching, for example, Local Presidents are given a 2-day course on how to use the "organizing model" to build the union at the local level; for example, instead of teaching collective bargaining in a structural way, it is used to mobilize members and build locals; gets away from the limitations of our form of bargaining and unionism*

Regional courses: *regional Education Board Member (EBM) and staff ascertain educational needs and plan their local educational programs; regional schools, built on schools already developed as well as ad hoc needs such as changes in the labour law*

INTERNATIONAL UNIONS WITH A CANADIAN DIVISION

Although the proportion of union membership in international unions has been shrinking steadily, there are still a significant number of unions that retain a direct relationship with American-based organizations (e.g., the IAFF, already mentioned in Part C). Amongst other significant features, international unions tend to centralize responsibility and, to a certain degree, the resources for education, in their American headquarters.

Upon its creation out of the merger of the ACTWU and the ILGWU, the **Union of Needlecraft Industrial and Textile Employees (UNITE)** was faced with the challenge of producing a unified organization out of two essentially different organizations; that is, a "craft" union in the AFL tradition, and an industrial (CIO) union that includes virtually every industrial sector. According to **Researcher Jonathan Eaton,** the education program has played a key role in this process.

UNITE is organized into four separate regions across North America, with a Canadian division, including a Canadian Director and a Canadian education department. As yet, UNITE is a highly centralized union; the merger is still ongoing. All education courses and materials are adapted specially for the Canadian context. The Education Director adapts and delivers courses as well as preparing other people to facilitate the courses. Courses were very service oriented; now they are changing to a broader education program

The program relies on peer instructors. Local presidents are provided with Instructor Training that equips them to deliver Basic Union Steward courses. The American Headquarters is responsible for technical courses; for example, Time/Motion Study, Work Design, etc. As well, the international union remains in charge of projects and campaigns, for example, a very active and successful campaign around the Code of Conduct and sweatshops.

The International Association of Machinists and Aerospace Workers (IAM) provides much of its basic training locally, in its locals ("lodges") and regions. For its advanced training, however, it relies on the **George Meany Center for Labour Studies in the Placid Harbor Education & Technology Center** at Placid Harbor, Maryland. According to **Local Lodge 99 President, Rob MacKinnon**, the Center provides training that allows rank-and-file members such as him to assume the full duties of a Staff member with competence and confidence.

The Center has been operating for 30 years, and is described by International President George J. Kourpias as a facility "built by workers for workers." It has been meeting the educational needs of Canadian and American workers alike by providing an atmosphere where union members can study, learn and progress undisturbed by the daily pressures and demands of the workplace. He describes its mission as follows:[20]

> *Education is a cornerstone in our ongoing efforts to win economic dignity and social justice for working men and women and for their families.*
>
> *The IAM's Placid Harbor Education and Technology Center is crucial to those noble endeavors. Armed with the tools of knowledge forged at that arsenal, our members will create a just future as we approach the twenty-first century.*
>
> *Placid Harbor is a beacon in these turbulent times to remind society to respect and treat union men and women—indeed, all workers—as first class citizens.*
>
> *Placid Harbor is a monument to those dedicated and farsighted men and women who labored so mightily to build this union, and, more importantly, Placid Harbor is our commitment to future generations for Fighting Machinists.*
>
> *Placid Harbor is the common thread in the IAM that ties together all of our critical tasks, and is the link to the future of our Union. Placid Harbor has retooled for our mission by offering outstanding leadership classes and specialized schools, and new classes in staff orientation, high performance work organizations, time management, sexual harassment, stress management, and strategic planning.*

McKinnon listed the following courses as typical offerings at the Placid Harbour Center:

Leadership I
Advanced Leadership
Basic Editors
Collective Bargaining
Pension
Orientation Skills
Train-the-Trainery
Leadership II
French Leadership I
French Leadership II
French Advanced Leadership
Advanced Collective Bargaining
Arbitration
Comprehensive Training Program
Strategic Planning

An extremely wide range of courses are offered at the Placid Harbour Center which also provides training in considerable depth, according to McKinnon. For example, the Centre *Calendar* lists the following courses for September—December 1998:[21]

September 1998
Organizing I
Arbitration: Preparation/Presentation
Organizing in the Construction Industry

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[20] IAM brochure, …Towards a stronger union: The Placid Harbor Education Center, 1997

[21] IAM, *George Meany Center for Labour Studies Semester Calendar*, 1998

October 1998

Labor Law for Organizers
Street Law for Negotiators
Lead Organizer Training
College Degree Program
Central Labor Councils: Organizing For Justice in Our Communities
Contract Negotiations: Private Sector
Teaching Techniques

November 1998

COMET 1/Education Techniques in The Construction Industry
Negotiating Contracts with State & Local Agencies
Advanced Arbitration
Basic Labor Law
Labor Law in the Construction Industry

Organizing Under the Railway Labor Act

New Union Leader Trainin
Labor Relations in the Federal Sector

December 1998

Negotiating & Writing Contract Language
Contract Negotiations in the Construction Industry
Organizing 1

LABOUR CENTRALS THAT SUPPLEMENT UNION PROGRAMS

Certain unions depend on the education of labour centrals to complete their educational programs. Such unions as the **Canadian District of the Union of Needlework Industrial & Textile Employees (UNITE)**, for example, participates extensively in affiliate-offered courses; for example, Winnipeg Worker Education Centre, which offers courses in basic skills, Adjustment, etc. As well, it was noted that in Quebec, the individual *syndicals* depend extensively on the Federation, labour councils and *conseils centrals*, and also take advantage of such opportunities as the courses in occupational health & safety and Workers' Compensation offered by the Province's CSST.

In this Section, we must also mention the educational programs and resources offered by unions which effectively operate as federations or alliances, the two best examples of which are the Public Service Alliance of Canada and the National Union of Provincial and General Employees, already described in Part B.

As explained in Part B, the **National Union of Public and General Employees (NUPGE)** operates as the national body that brings together and coordinates the efforts of highly autonomous Provincial Components, many of them were originally organized around a core of employees in the respective provincial government sector. Each of these components is largely responsible for delivering its own education programs, and the role of the National Union has primarily been to develop and offer courses and activities that supplement these programs. It also performs a valuable service by promoting cooperation amongst the members of its "family" in other endeavors. The following courses are typical of those that have been developed at the National level and made available to the member unions:[22]

Making It All Add Up—Public Services & the Economy
Module 1: Value of Public Services
Module 2: Fair Taxation
Module 3: Deficit Myths

Workers Beware!
Module 1: What are Employee Participation Programs?
Module 2: Understanding the Union Agenda
Module 3: Moving the Union Agenda

Get It All Out On The Table!
Module 1: Recognizing the Value of Quality Public Services
Module 2: Recognizing the Need for Union Involvement
Module 3: The Importance of Unions Negotiating Public Services

The Uses and Abuses of Economics in Public Policy
Module 1: What is Economics?
Module 2: How Do We Measure Economic Prosperity
Module 3: The Debt: The Crisis that Wasn't
Module 4: Purpose and Models
Module 5: Fair Taxation and the Myths Behind Tax Cuts
Module 6: Globalization: What Does it Mean for Workers
Module 7: "Free Trade" Agreements: What are They All About?
Module 8: The Value of the Public Sector to Canada's Economy
Module 9: The Role of Regulation in a Civil Society
Module 10: Putting it all Together
Module 11: Pensions for Trade Unionists

According to **Daniel Mallett, Education Director, Canadian Labour Congress**, central labour bodies such as the Canadian Labour Congress, the provincial Federations of Labour, and the district Labour Councils perform a particularly vital function in supplementing the educational offerings of their affiliated unions. Of importance to any research in labour education is the **CLC Education Advisory Committee**, a national body that was formed over 40 years ago to advise the officers of the Canadian Labor Congress on all matters relating to labor education, as well as on the broader issues of education as a social matter. In effect, this Committee oversees one of the largest national adult education networks in the world, and meets regularly to ensure that the CLC overall program is kept up-to-date and serves the emerging needs of Canada's unionized sector.

The Committee meets twice a year and is composed of 45 trade union education staff and activists representing 35 affiliated unions and central labor bodies. Over the years, it has addressed such issues and priorities as: Paid Education Leave, government funding for labor education, the concept of worker-teaching-worker, group teaching, flexible progression of labor education courses, the creation of trade union instructors, and the promotion and prioritization of labor education among affiliate unions.

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[22] NUPGE, *Union Education Catalogue*, 1998

The Canadian Labour Congress course, **The Answer is to Organize!** provides a good example of the kind of course that is developed by a national body for use by its affiliated unions and labour centrals. This highly-developed course consists of the following sessions:[23]

Introductory Session: Building the International Workers Union

Session 1—Before the Campaign:

Management Approaches and Styles
Why Do Workers Join Unions?
What is Organization?
The Organizer's Qualifications
The Consultants Who Coach the Violators

Session 2—Gathering Information

The Outline of an Organizational Campaign
Organizational Survey
Preparing a Campaign—Plant, Office Situation
Factors to Consider in Selection of Target
Gathering Information: Economic Prospectus
Survey of Working Conditions
Funds for Organization
When Should Dues Begin?

Session 3—Organizing the Unit—Work Committee

Making Initial Contact
Workplace Committee
Recruiting the Workplace Organizing Committee
Developing a Unit Roster

Session 4—The Union's Message

Educating the Committee
Overcoming Employees' Fears
Communicating the Union's Message (1)
Communicating the Union's Message (2)
The First Meeting with Employees
Communication Methods
What Can a Union Do for You?
AFL/CIO Organizing Survey
Building Unity
Role Play: Educating the Committee
Session 5—Keeping the Momentum
Approaching Unorganized Workers—Pronto Courier
Keeping the Momentum
Organizing Summary Questionnaire
Legal Tips for Signing

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[23] CLC Educational Services, *The Answer is to Organize*, 1987

Session 6—The Employer's Campaign Begins

The Employer's Campaign Begins
What It Means to a Manager to Have a Union
How a Union Changes the Relationship
Short-Run Union Avoidance Strategies
Do's and Don'ts for Supervisors During Organizing
Employer Guidelines
The Employer's Message
How to Answer Questions About Unions
A Sampling of Employer Messages
Dealing with Employer Tactics
Dealing with Petitions
Long-Run Union Avoidance Strategy
The Employee Committee
Holding the Unit Together
The Leaflet
Creating a Leaflet (Out-of-Class Exercise)

Session 7—The Certification Process

Certification Legislation
The Unit—Exclusions, Limitations, Categories
Before Filing the Application
A Typical Application for Certification Procedure
Timeliness and "Bars" Associated with Certification Application
Unfair Labour Practices
Unfair Labour Practices—What to Do

Session 8—The Representation Vote

What Route to Union Representation?
Preparation for Voting Day
The Representation Vote
Losing the Election is Not the End
The International Workers Union Organizing Drive

Session 9—Negotiating the First Contract

Negotiating the First Contract—Some Features
Coordinating Organizing with Contract Negotiations
First Contract Legislation
First Agreement Arbitration—Specific Legislative Provisions
What's Been Accomplished?

The **Peer Instructor Training** provided by labour councils, is another example of the type of training provided by labour centrals for the benefit of unions (the majority) that cannot devote funding and resources to these functions. As explained by **Alex Grimaldi, President of the Edmonton & Area Labour Council,** instructor training is not only in keeping with the important trade union principle of worker teaching worker, it is also a key solution to unions who do not have the resources that would allow them to commit full-time staff to the training function.

The basic role of labour councils in labour education was explained as follows by the CLC Advisory Committee:[24]

> *Union activity and union education is seen as a commitment which requires time and effort outside of one's work time. The local labour councils run weekend schools which start Friday at 6:00 and go until Saturday evening. These schools are run by the labour council and the trainers are all "la"' or "peer" trainers. The trainers are trained at the week-long trainers' course which is run by the CLC or the individual unions.*
>
> *Trainers are not paid to run courses other than incidental expenses and if they are "off the job" to do the training.*

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[24] CLC, Report of the Trade Union Educators Conference, 1997

F. SPECIAL EVENTS, SCHOOLS & OUT-OF-HOUSE LEARNING ACTIVITIES

"In-house" educational programs of unions and labour organizations are supplemented by a wide array of additional events and supporting activities. Far from being peripheral or "add-on," these events are designed to fulfill key educational objectives of the participating unions. Special schools and conferences may be provided by individual unions for their own members or, as is often the case, they may be organized and sponsored by central labour bodies for members of their affiliated unions; that is, labour councils, federations of labour and the Canadian Labour Congress. In some cases, smaller or widely dispersed unions rely on these events for a large part of their non-formal education.

These special events range from modest one-day or two-day affairs to week-long functions, of which the week-long schools sponsored by the CLC Regions provide perhaps the best examples. Many such schools and events have developed to the point of supplying an important "pillar of tradition" to the union movements, to the point that unions and union members compete for the opportunity to participate in them. They provide a venue for networking and union solidarity that cannot usually be replicated by any other educational events.

In this section, we have identified a cross-section of the extremely wide range of such events that were encountered in this Project. They range from occasions where unions bring their stewards and officers together for refreshers or updates, to the larger and more involved events, such as conferences to discuss specific topics such as new legislation or government policy, and of course, the labour schools. We also note the job training which is carried on, although it does not form the focus of this study.

CONFERENCES AND SPECIAL SEMINARS

Conferences and seminars are an essential component of the labour education programs of trade unions. They are usually convened to meet specific purposes, such as an upcoming round of collective bargaining, a particular threat or challenge or a call for political action. While they usually provide an intensive learning experience typically extending in length from one day to a week, they differ from normal labour education courses in that they usually involve the delegates in a certain amount of decision-making.

The following *President's Comments* were taken from an **Occupational Health & Safety Conference** organized in 1999 by the **Alberta Union of Provincial Employees** to address the growing problem of workplace violence. The comments are fairly typical of the reasons why unions devote time and effort to this type of educational activity:[1]

> *To All Participants:*
>
> *Welcome to this very important Conference, organized by our Union, to address the increasing number of abusive and violent incidents which our members are encountering. I hope that with your*

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[1] AUPE *Participant's Handbook, Occupational Health & Safety Conference*, 1998

involvement over the next two days the Union and you are in a better and proactive position to manage and indeed prevent these problems.

Violence in the workplace includes a whole range of behavior from workplace harassment to outright assault. Our policy has always been that workers must have the right to do their jobs without being threatened, offended, humiliated, or physically harmed. Likewise, no member should have to put up with conduct that compromises his or her personal dignity or sense of self-worth.

The Union is only capable of responding to cases of violence when we have a good core of health & safety activists in all of our workplaces across this Province, activists who are capable and willing to respond to this problem wherever it happens. I want to personally encourage you to take home as much information as possible, participate actively in this Conference, make the most of the discussion periods and return with an increased awareness to your worksite. You are the Union, and most of the answers will have to come from you.

Sean McManus, National Director, Canadian Division of the International Association of Firefighters, provides another important insight into the reasons why unions depend for their education on conferences and similar occasional functions. Faced with limitations of time and resources, McManus' Union commits a significant portion of its educational budget and effort to two **Annual Seminars**, each of which combines three or four individual workshops with other educational activities. In this way, the Union is able to provide a total of about 10 courses and events, each lasting for about 2 _ days, in the course of these events, offering basic steward training, union administration, grievance and arbitration, health & safety, recent law, and whatever else is timely and needed. Participants are provided with Union Steward and other manuals to provide continuing support and self-education.

The Union also provides an educational component within its biennial 2 _ day Policy Conference on issues that arise with respect to such areas as EMS Privatization. In addition, McManus explained, every year in April, the Canadian Legislative Conference of the IAFF combines a day of educational activities with another day of lobbying, at which delegates have the opportunity to meet their Members of Parliament to engage in political discussions on issues affecting their terms and conditions of employment. Finally, the Union sponsors conferences on such individual subjects as Human Rights.

The **Education Department of the IAFF** is situated in its International Headquarters in the USA. It serves the six Provincial Associations in Canada, whose primary role is education, and which sponsor their own educational activities at the provincial level. As well, these Associations take advantage of their affiliations with Provincial Federations of Labour and the Labour Councils to engage in week-long and weekend institutes.

According to McManus, the general aim of his Union is to provide labour education on every area of concern from safer jobs, to entitlements, to social and political issues. The major challenge facing his Union (and every other Union, he believes) is to counteract some of the negative effects of mainstream education, to bring like-minded people together to develop alternate and critical stances and abilities. The methodology employed in IAFF education is "practical and democratic" Education speaks to their needs, and treats all participants as equals; it is supposed to ultimately translate into workplace practice, to bring about more equality than exists at present.

Another type in the wide range of union conferences is illustrated by the OEICC, OMECC, HCWCC Conference which was organized in March 1997 by the **Ontario Division of the Canadian Union of Public Employees.** While the event was educational, it had definite political objectives, as it was organized in Toronto to address the cutbacks, commercialization and other problems CUPE members were encountering at the hands of their newly elected Provincial Government. Entitled *My Job. My Union. My Fight*, the Conference proclaimed its goal as follows:

> *"to force the Harris government to abandon the legislation under consideration in order to protect our jobs, our working conditions and our communities."* [2]

The Conference aimed to encourage delegates to decide a course of political action by holding three discussions to identify: the obstacles, ways of overcoming the obstacles, and finally, the way in which to apply specific solutions. The following Workshop descriptions, taken directly from the Conference Workbook, convey this intent:

Workshop One—Taking Action: Obstacles

Mobilization Efforts to Date: Are We Ready?

This section of the workshop provides a chance to talk briefly about what kind of mobilization might already be underway among locals. Participants will have the opportunity to discuss obstacles, solutions and further actions later in other parts of the workshops.

Below are some of the questions you might want to address:

Has your local received information about any changes that are coming?

Who did the information come from—CUPE, the employer, other?

What kind of information did you receive?

Has your local distributed any material to members about the impact of the Harris government announcements?

Do your members know about the leaked government document recommending legislative options, including eliminating successor rights, collective agreement overrides, and competitive bidding?

Has your local organized a general membership meeting to explain the government's announcements?

Identifying Obstacles: What Is Standing In the Way of Taking Action?

The Harris government's attack on CUPE members is forcing us to act to protect our jobs. That doesn't mean there are no obstacles to taking action. We all know that obstacles exist.

The point of this exercise is to work together to identify those obstacles, so that we can find ways of overcoming them in the next part of the workshop.

Are There Obstacles To Getting Your Members Involved?

Is your employer putting up obstacles to taking action?

Are there obstacles to working with other unions?

Are there obstacles to taking action in your community?

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[2] CUPE Ontario Division, *Entitled My Job..My Union..My Fight*, 1997

Workshop Two—Taking Action: Overcoming the Obstacles

Believe it or not, there are ways to overcome the obstacles we listed in the first part of our workshop. Chances are, other CUPE locals have already found solutions that work for some of these obstacles.

The aim of this part of the workshop is to identify solutions that work for our members, so we can overcome the obstacles we've identified and move on towards taking successful actions.

What Are Some Solutions to the Obstacles We've Identified in Getting Our Members Involved?

> *What are the solutions to the problems we've identified with our employers?*
>
> *What are the solutions to the obstacles we face in working with other unions?*
>
> *How can we overcome the obstacles we face in the community?*

Workshop Three—Taking Action: Applying the Solutions

Taking Action

After yesterday's workshops, we know there are solutions to the obstacles we face in mobilizing our members. In today's workshop, we will discuss what kind of action we can take—with success!

For actions to be successful, the members must be convinced of the need to take action, they must support the action being proposed, and they must be involved in the planning of the action. In other words, they must feel a sense of ownership.

Collective, escalating actions are an excellent way to increase pressure on the employer and the government. These are actions that start out small and then build into bigger actions, or actions that involve more members or more locals. Escalating actions work because:

> *They allow us to build confidence and strength while participating together in an activity.*
>
> *They dispel the sense that we're alone and increase our feeling of solidarity.*
>
> *They send the message to the employer and the government that CUPE members will fight back, and*
>
> *They provide us with media coverage so we can explain our position to the community and build public support for our cause.*

Taking Action—Locally, Regionally, and Province-Wide

There are all kinds of actions that will help mobilize the members and send a message to the employer and the government. Some are easy to pull off; others require more planning.

Research conducted in the course of this Project revealed an extremely wide range and number of conferences and similar union events, illustrating the extent to which they form an important component of labour education in Canada today. According to **Bob Legg**, like most other Provincial Federations, the **British Columbia Federation of Labour (BCFL)** organizes several such events every year.

Information was collected on the following BCFL events: a Political Education Conference, the Solidarity Conference: A Celebration of Diversity, a Conference Against Hate Crimes, Regional Political Education Workshops, and a Youth Symposium. As well, in the years between Constitutional Conventions, the BCFL holds Policy Conventions to take a position on issues of concern to the affiliates. The themes summarizing the purposes of the 1999 Convention, for example, were: *Political Activism in a Changing World, Workplace Change—Increasing Union Relevance*, and *Progressive Economy/Working Alternatives.*[3]

e) In all, there appears to be no end to the number of conferences and other special educational events sponsored by unions. Besides the *My Job Conference* described above, the **Canadian Union of Public Employees** is extremely active across Canada in the organization of events on topics that respond to its needs and priorities. In 1997, for example, it organized its First National Anti-Racism Conference, as well as devoting a good part of its National Convention to the theme of Organizing the Organized. Likewise, the **International Woodworkers of America** organized a Conference entitled *The Union and Political Action* in 1998, which combined short lectures with Buzz Group and Brainstorming Sessions around the question of how the union could be more politically active. The **Canadian Autoworkers,** for its part, listed the following subjects amongst the two to four day conferences it has sponsored: Education, Health & Safety, Workers' Compensation, Women's, Environment, Human Rights, Political Education, Retirees, Skilled Trades, Substance Abuse, Workers of Colour, Recreation.

REGIONAL AND PROVINCIAL LABOUR SCHOOLS

Amongst the most common and widely attended educational events for union members are the one-week labour schools coordinated by the Regional Offices of the Canadian Labour Congress, in conjunction with the Provincial Federations of Labour. Not only do these offer a wide range of courses, ranging from "tool" to labour studies courses; they allow for a number of other educational and organizational objectives which are central to the maintenance of a labour movement in the area, not the least of which is providing the occasion for an annual or semi-annual gathering of union and local officers and staff. This is summarized in the comments provided by the **former CLC President Bob White** for the opening of the **Canadian Labour Congress—Pacific Region—Winter School**:[4]

> *We're not born with knowledge of the labour movement and social change. Our public school system provides almost none of it. Despite the fact that 35 per cent of working Canadians belong to unions, the labour movement is all but absent from the teaching of history, economics, and social studies.*
>
> *The labour movement must educate its own members about our history, about the battles we have won, the rights we have secured, and the changes we have yet to accomplish.*
>
> *This is why the labour movement schools—specifically the CLC's Pacific Region Winter School—are so important. You'll learn about our history. You'll also learn about health and safety threats in the workplace—and what you can do about them. You'll learn about tactics—what's worked and what hasn't. And a lot more.*
>
> *The Winter School helps you become a more effective officer, steward and activist in your community, province, and in Canada. It also helps us see, in the faces of the diverse peoples that populate this planet, our brothers and sisters.*
>
> *Through our solidarity, our opponents learn the simple truth of our anthem, "without our brain and muscle, not a single wheel would turn." Most importantly, we learn that through informed, effective activism and solidarity, all things are possible.*

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[3] CLC, Labour Educators at a Glance, 1999

[4] White, Bob in *Canadian Labour Congress—Pacific Region—Winter School*, 1998

Courses and events offered in these schools provide for the full range of objectives of labour education, from basic skills training, to broad social and political education. Perhaps one of the most important objectives would be in the affective realm, the inculcation of feelings of solidarity amongst leaders and activists of the various unions. This was clearly expressed by **Alex Grimaldi, Secretary of the Edmonton & District Labour Council**, who said that feelings of camaraderie and togetherness, or a shared mission were perhaps the most important educational outcomes of the Weekend Institutes he administers twice a year, in cooperation with the Canadian Labour Congress, Prairie Region.

The **CLC Pacific Region Winter School held annually at Harrison Hot Springs in British Columbia** appears to be one of the most highly developed and best supported of all Regional or Provincial schools organized by the Canadian Labour Congress and its affiliates. This particular School has developed a tradition that has grown to the point that individual unions now wish to sponsor some of their own courses in conjunction with it, as a way of capitalizing on the opportunity for networking and union solidarity it provides. Developed in accordance with CLC policy to be close to the membership, it is the largest in Canada, at 4 weeks, with numbers of students approaching 1000.

According to **David Rice, Education Director for the CLC Pacific Region**, the orientation of this event has changed dramatically over the years. Unions are determined, for example, to make the school friendly to women and encourage new delegates, to give them the benefit of the inspiration that the School offers. Now almost 2/3 of the delegates are first-time students. Harassment and racism are also targeted during school. It is first and foremost a "working school"; that is, partying is not the main purpose for anyone who attends, and anyone who misses this point is soon reminded by the participants.

A prime purpose of the School, according to Rice, is to create enthusiasm about the labour movement. It's an enjoyable, productive experience, according to Rice, which contributes to the feeling of attachment participants develop towards each other and the labour movement. Participants "live solidarity" for the week, as typified by the name, "Workers' Republic of Harrison." The following 5-day courses, scheduled for the 1998 Winter School, offer a good example of the extremely wide range of offerings provided by this important trade union event:[5]

Week 1–Jan.18-23 1998:
Health & Safety Level I
BCGEU Leadership
CEP Leadership
Collective Bargaining
Facing Management
IWA Canada Leadership
Labour Arbitration Basic
Steward Training Basic
Union Counseling I
Union Organizing

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[5] Canadian Labour Congress, *Pacific Region Winter School*, 1998

Week 2—Jan. 25-30 1998

CEP-Bargaining. Strategies 90s
Collective Bargaining. Basic
CUPE Adv. Stewarding
CUPW Leadership
Facing Management
Global Solidarity
Health & Safety—Strategies for Change
Human Rights Issues/Adv
ILWU Leadership
IWA Canada Women in Leadership
Steward Training I Basic
Union Counseling II Adv
Unionism in Changing Workplace
WCB Adv. Advocacy

Week 3—Feb. 1-6 1998

Building Local Unions
CEP Leadership—Advanced
Facing Management
Federal Labour Law
Health & Safety Level I
IWA Canada Emerging Land Use Issues
Labour Arbitration Basic
Labour Arbitration Adv
Parliamentary. Procedure & Public Speaking
Provincial. Labour Law
Resolving Conflict
Steward Training II
Trade Union Guide to
Economics
WCB Advocacy

Week 4—Feb. 8-13 1998

Collective Bargaining Advanced
CUPE Executive Officer Leadership Training
Facing Management
Health & Safety Level II
Labour Council Officers Seminar
OPEIU Leadership
Parliamentary Procedure & Public Speaking
Union Counseling
Union Communications
Women in Leadership

b) More recently, the Saskatchewan Federation of Labour has begun to sponsor an Annual Prairie School for Union Women at the Echo Valley Conference Centre in Ft. Qu'Appelle, Saskatchewan. Women trade unionists across the Prairies now look forward to the opportunity provided by this School to discuss common problems and issues—and most importantly, to build solidarity, a sense of common purpose, and the other "emotive" aims of labour education. The purpose of the School is summarized in the following courses included in the First Annual School, held in April 1997:[6]

Track I Courses

Organizing Women in Our Unions
Popular Economics
First Nations and Metis Women in Focus
Taking Charge of Our Health
Women and Aging
Assertiveness Skills

Track II Courses

Employment/Pay Equity
Self-Defense in Work and Body
Negotiating Family-Friendly Workplaces
Women and Men Talking
Surviving Management Strategies
On-the-Job Harassment
Anti-racism
Acting Up in the Streets
Effective Speaking

Schools such as this evolve rapidly, as the organizers are attentive to the needs and wishes expressed in the School Evaluations that follow each school, as well as in ongoing communication with union leaders and women. The following interesting (and in some cases, unique) listing of courses that were advertised for the **2nd Annual Prairie School for Union Women**, held March 15-19, 1998 illustrate some of the feedback. This School took place at the same Echo Valley Conference Centre in Fort Qu'Appelle, Saskatchewan, and courses were once again divided into Track 1 and Track 2 courses, corresponding to the first and second halves of the week:[7]

Track 1 Courses

Organizing Women in Unions
Why Don't Women Own Half the World
Women and Aging
Anti-Racism
Women's Health and Safety
History of Women in Unions
Popular Education Facilitation Skills
Solidarity in Diversity

Track 2 Courses

Self Defense in Word and Body
Negotiating Family Friendly Workplaces
Shop-Floor Militancy
Lesbians in our Unions

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[6] SFL, *Prairie School for Union Women*, 1997

[7] SFL, *Prairie School for Union Women*, 1998

International Solidarity
Building Healthy Unions
Young Women in Unions
Union Strategies & the Revolution of Clerical Work

Finally, although they were only four of the long listing of course offerings advertised for the **Third Prairie School for Union Women in 1999**, the following descriptions, are sufficient to illustrate the unique nature of the courses that are offered to meet the needs of the women trade unionists attending this successful union function:[8]

OW1—Young Women Unite *Are you one of the only young women in your workplace or your union? Are you tired of being underestimated or ignored because of your age or gender? This workshop will bring together women aged 29 and under to talk about their struggles and to strategize about how to get their concerns front and centre. We'll learn how to get loud, get active and get results!!*

OW2—Time for Change *This course will focus on issues facing our lesbian sisters and how we, as supportive trade union and community activists, can begin to understand these issues and develop strategies to overcome discrimination on the basis of sexual orientation in everyday life and at the bargaining table.*

OW3—Aboriginal Women, Dynamics, Issues and Unions *This course will focus on issues facing a diverse working environment, especially the dynamics affecting Aboriginal women. We, as supportive trade unionists, can begin to understand these issues and develop strategies to encourage sisterhood.*

HW21—Negotiating Family Friendly Workplaces *Tired of balancing family and work? This course will examine a broad range of strategies including collective bargaining to create more flexible workplaces that respond to growing family needs and demands.*

LABOUR COLLEGE OF CANADA

The educational offerings of individual unions are supplemented by a large number of other institutions, events and supporting activities, only a selection of which can be identified in this report. In an effort to keep offerings current, and to motivate and maintain solidarity amongst their activists, Unions often bring their stewards and officers together for refreshers, or updates, and may hold one-day or longer conferences to discuss specific topics. However, where the need arises for much more ambitious programs and offerings, they have tended to turn to the opportunities that are available from labour centrals and other union-related organizations.

Perhaps the most intensive and advanced of all of the training that is offered in the Canadian labour movement would be the five-week (formerly eight-week) **Labour College of Canada Residential Program** offered annually by the Canadian Labour Congress in cooperation with the University of Ottawa.[9] Although created by and operating within the context of the Canadian Labour Congress, the Labour College is largely independent, governed by its own Board, which consists of the four executive officers and the Executive Committee of the Canadian Labour Congress, the President of one affiliate at large, the Presidents of three federations of labour, and the Registrar of the College. On a day-to-day basis, the College is under the direction of the

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[8] SFL, *Third Prairie School for Union Women*, 1999

[9] CLC brochure, Labour College of Canada 1998 Residential Program

Registrar, and until 1999, Jean Bezusky provided the guidance and continuity which the College required through its formative years.

The mission of the Labour College of Canada is to equip union leaders with the analytical skills and knowledge necessary to have a better understanding of, and a greater ability to deal with, problems and issues which confront them on a day-to-day basis in their workplaces, in their unions and in their communities. This is accomplished in a new five-week Residential Program, delivered in two parts. A four-week National program delivered at the University of Ottawa consists of four courses: Economics, Political Science, Labour History and Labour Sociology. This is supplemented by a one-week course typically offered in conjunction with the week-long Schools offered in each of the CLC regions. Reflecting the specificity of legislation in each of the Canadian jurisdictions, the week-long courses in the regions are devoted to the subject of Labour Law.

The new format resulted in considerable financial savings. As well, prospective students are provided more latitude in scheduling, as they do not have to take the four-week national program and the one-week regional program in the same year. The Labour College of Canada Certificate of Graduation, however, requires that the entire program has to be successfully completed within a period of about five years.

According to the Labour College brochure, the residential environment of the Labour College of Canada is necessary to make the learning as interactive as possible.[10] In the classroom, discussions are integrated with lecturing to encourage students to share their work-life and union experiences. Learning obviously extends outside the classroom; students from widely diverse backgrounds take the opportunity to exchange views and discuss different approaches to their respective problems and challenges.

As with the vast majority of labour education, there are no final examinations at the Labour College. There is ongoing evaluation of each student's work in each course, however, based on completion and delivery of assignments and class participation. To a large extent, successful completion of the program requires a great deal of commitment. Evaluation also implies that students attend all classes, complete the required readings and all the assignments whether individual, group, or in-class.

As well, unlike traditional educational institutions, the Labour College does not depend on formal entrance requirements. Rather, entrance is based on the premise that practical experience in the labour movement and motivation will enable workers to meet the challenge of the program. Students are only required to submit an application form along with two essays on topical labour themes.

This school is intended to serve as the pinnacle of a labour education available to trade unionists in Canada, and students are selected on a wide range of criteria: for example, completion of a good number of courses offered by their unions or labour centrals. Union activity, experiences, and a certain level of competency are also canvassed. A close second, in terms of intensity and critical education, is the CAW and CUPW four-week residential membership education courses.

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[10] *Ibid.*

Since 1976, the Labour College has offered a correspondence version of its program, which was originally intended to be taken in advance of the 8-week in-residence program. In 1994, Athabasca University reached an agreement with the CLC Labour College to take over this course as a part of its home study program in Labour Studies (LBST). ***LBST 202, Labour College of Canada: Introduction to Labour Studies*** was re-drafted to make it more suitable to Athabasca University standards and delivery format, and is now offered as a 3-credit course. It begins with the following description:[11]

> *This course introduces you to the field of labour studies. It was written by a team of Athabasca University professors from various academic disciplines. The course might best be described as a sampler of the types of subjects that can be pursued as part of labour studies. It begins with a general introduction to the field in Unit One. Following this you will find an overview of Canadian labour history, a survey of the social organization of work, an overview of labour law, and an analysis of the relationship between politics, economics, and labour. By the time you complete the course you should understand the place of working people and the labour movement in society.*

LOCAL AND REGIONAL LABOUR COUNCIL SCHOOLS

As already noted in Section E and elsewhere in this Report, CLC-chartered labour councils play an important role in supplementing the labour education offered by individual unions. Constitutionally, these area labour councils are established by the Canadian Labour Congress to deal with matters concerning local government, municipal councils and local boards and commissions, and every local union belonging to a CLC-affiliated national or international union is eligible to join one in its region. In fact, the *CLC Constitution* mandates local unions to affiliate to labour councils in whatever areas their membership exists.

In Canada today, there are about 125 such labour councils, which operate to bring together local unions in a community and enable labour unionists to organize on a municipal level and to otherwise play an active role in the community. The responsibilities of these Councils also extends to carrying the policies of the trade union movement initiated at the provincial and national levels through to the community level, very often on political issues.

The range of activities in which the labour councils typically involve themselves is as diverse as the needs and issues facing their members. They are asked to provide all manner of organizational assistance, from providing strike support for local unions, assisting in local area organizing, United Way participation and fund-raising, hosting local CLC educational schools, to implementing national and/or provincial campaigns developed by the CLC or federations of labour. In addition, labour councils act as labour's spokespersons and partners in community networks and coalitions with like-minded groups in the community.

Local and regional labour councils continue to respond to an important need for labour education with their weekend institutes. **David Rice, Education Director, CLC Pacific Region,** was one of many education officers who commented on the crucial role that **labour council institutes** play in providing a well-rounded program. For the most part, they specialize in basic tool and intermediate courses that are needed by all unions, large and small. Unions that are expanding in size and geography, for example, encounter difficulty bringing everybody into a central location to offer training, and labour councils are well-situated to provide some of the initial, basic training to newly organized units, for example. The Council's weekend courses are very cost-effective, furthermore, because they are available on evenings and weekends. As well, they perform the important function of allowing union members to mix with members of other unions. Finally, unions have begun to hold their own courses in conjunction with these weekend courses to capitalize on the value of mixing with others.

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[11] Athabasca University, *LBST 202, Labour College of Canada: Introduction to Labour Studies, 1998 brochure.*

The most common format for Labour Council training is the **Weekend Institute**; typically offered for a period equivalent to two full days, or approximately 11 hours, of instruction, combined with assemblies, ceremonial events, and other learning experiences. Through these institutes, the Councils offer thousands of courses annually, ranging from tool courses to courses with social and political themes and objectives.

CLC staff in the Regional Offices cooperate with the Labour Councils to oversee and assist in the organization of these schools, and in this way, are able to access the resources of their central organizations. The following list of Labour Council Weekend Seminars was taken from a publication of courses offered in the **1997–1998 season by Labour Councils in the Ontario Region**:[12]

Anti-Racism
Arbitration I
Arbitration II
Assertiveness Training
Basic Computers
Basic Forklift
Basic Internet
Basic WordPerfect
Building Local Unions Campaign
Coordinator Training
Coalition Building
Collective Bargaining I
Collective Bargaining II
Campaign Coordinator Training
Coalition Building
Coroner's Inquests
Dealing With Management In The 90s
Effective Communication
Employment Insurance
Empowering Women
Ergonomics
Facing Management
Health & Safety
Health & Safety II
Health & Safety For Health Care
Health And Safety—Hazards of Welding
Human Rights and Unions
Indoor Air Quality
Intro To Desktop Publishing

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[12] Canadian Labour Congress, Ontario Region, The Road to Labour Education, Weekend Course Descriptions, Courses Offered—1997—1998

Jobs Crisis
Labour History
Labour Law (also federal course)
Labour's Role In The Community
Leadership Skills
Meeting Procedure Process
Men Understanding Women's Issues
MIPP—Musculoskeletal Injuries Prevention Program & Workplace Policies & Program
News Media
OFL/WCB Training Project Level I
OFL/WCB Training Project Level II
Parliamentary Procedure
Political Action
Pre-Retirement Planning
Public Speaking
Sewing The Social Safety Net
Sisters in Solidarity
Stewards' Training Level I
Stewards' Training Level II
Stewards' Training Level III (As Leader)
Stewards' Training Level IV (As An Educator)
Stress In The Workplace
Understanding Pensions
Violence In The Workplace
Women In The Workforce
Workplace Reorganization
Workplace Policies and Programs—Work Related Stress
Your Rights As An Activist
Young Worker Awareness

In this Report, it would be impossible to offer a full range of course descriptions for each of the above. However, the following descriptions provide an insight into the way that Institute organizers attempt to design courses that are of practical value to the trade unionists, in response to specific needs and challenges they face:[13]

Basic Internet

Basic computer skills are required by the course participant. The course will introduce the participant to the power and functionality of the Internet. Course participant will gain a basic, hands-on understanding of how to use the standard Internet tools; that is, an Internet browser (Netscape/Explorer), E-mail, search engines, chats, list servers and news servers. This course will provide a list of sites of interest to the labour activist and information about the cost of getting there, and the different options available. This course is a must for labour activists who intend to stay active and function in the information age.

Campaign Coordinator Training

This course involves developing organizing and coordinating skills for labour's political and issue campaign strategies. Participants will develop a sense of campaign strategies, tactics and

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[13] *Ibid.*

techniques, as well as developing leadership skills, problem-solving techniques and coalition building ideas.

Coalition Building

Coalition building and developing community involvement on issues of importance to workers and their families is critical to maintaining our standard of living in Canada. This course outlines the skills required in developing community support and broadening the issues.

Coroner's Inquests

Participants discuss the Coroner's Act and its shortcomings, as well as strategies that can circumvent these shortcomings.

Dealing With Management In The 90s

This course exposes various anti-union/anti-worker tactics and helps trade unionists understand the corporate agenda and how it is dangerous for workers. Most important, this course emphasizes that the needs and goals of working people are quite different from those that management is constantly promoting.

Effective Communication

Communicating ideas requires preparation and practice. Participants will discuss the components of an effective speech, as well as gain practical experience and confidence. You will be expected to present a short speech.

Young Worker Awareness

Developed for presentation to high school students, this program identifies the right to know, the right to participate and the right to refuse. This is a two-part program. Initially, the participants are secondary and co-op students in an assembly setting. As well as the presentation, which includes a video, each student receives a booklet for referral. The second part of the program consists of an "instructor's package" for the teachers to use in a classroom follow-up. The flexible format of this part of the program is designed for up to three hours of delivery. This program is an excellent introduction to health and safety for new workers.

OTHER EDUCATIONAL ACTIVITIES OF LABOUR CENTRALS

According to **Education Officer, Sandra Clifford,** the **Ontario Federation of Labour** has adopted a broad mandate in labour education to supplement the efforts of the affiliates. It has made a major effort to take on issues of public education:

> as a social benefit that the trade union movement was instrumental in promoting, especially in the face of cutbacks and restructuring,
>
> to advance labour's agenda on such fronts as equity, and
>
> to give labour a more prominent place in the curriculum—to make sure that labour's voice is heard—a labour movement, a labour party, and a whole working class agenda that is distinct from the dominant agenda being promoted today. The dialogue between the NDP and the labour movement is all very much a part of the process.

Accordingly, the Ontario Federation of Labour has sponsored writing teams of trade unionists who assemble to write modules for public schools. These teams have also organized and maintain a Speakers' Bureau to make speakers available, wherever the opportunity arises to talk about unions in the public schools. School children are given presentations on: knowing their rights, knowing what unions are and what they do, addressing issues of exploitation such as Child Labour, and comparing the role of corporations and unions in society.

Once modules are written, training sessions are held for potential additions to the Ontario Federation of Labour Speakers' Bureau. These sessions provide a backing in the material, as well as in methods of approaching the classes. Material developed for this purpose now includes the results of the *Talking Union* project, which has produced a package of materials and student activities endorsed by the OSSTF and the OECTA for use by trade unionists making presentations in high schools. This type of program was noted in other Provinces and regions of the country, most notably in British Columbia, where the **Job Smart** program is aggressively pursued.

In addition, the OFL has held numerous conferences, such as **Organizing Youth**, to address the reality of the changing job market, with attention to such developments as the trend toward "McJobs." Youth participants have an opportunity to discuss the effect that labour has in the community and in the wider society.

EDUCATIONAL PROJECTS

Federations and other labour centrals also sponsor **educational projects**, which must be accounted for in any study of labour education in Canada. These are typically provided in areas where a need arises amongst trade union members and other working people for specific kinds of upgrading and assistance, for example, with Workers' Compensation, Literacy, and Skills Upgrading. Besides being worthwhile in their own right, these are especially relevant to this study of labour education, because they involve the training of trade unionists to act as coordinators, facilitators and organizers.

One of the best-known of these is the **Basic Education for Skills Training (BEST)**, an educational project undertaking by the **Ontario Federation of Labour** that has been deemed so successful that it has provided a model for numerous other projects across Canada.

The main purpose of this program, as described by **Debra Hutcheon, Director of Training and Administration,** is to empower and energize participants; that is, to take down barriers to education (and participation in social processes) and to "open a few doors," to make them better, more involved citizens than before. The validation of students' learning occurs when they get involved in activities and programs as a result of the program that they never would have previously. BEST programs have opened the doors to many trade unionists, and provided them with the opportunity to branch out into activities that they might never have otherwise considered.

BEST operates with peer instructors, who are co-workers trained for the specific purpose of facilitating small group worker training. Their pay is often shared between the Project and the employer. Training most often occurs on worksites, once again through agreement between management and union.

A new project is usually union-initiated, with the BEST Coordinator posting notice and interviewing prospective instructors. According to Hutcheon, candidates may or may not be a union activist; the only condition is that they cannot be anti-worker. The instructor training is intensive, with a two-week pre-service course followed by at least one three-day in-service training session. Peer instructors are encouraged to engage in continuing education, and it is felt that the benefits of this training stay with the peer instructor long past the days of BEST service. Since the inception of the program, this OFL Project has trained more than 800 peer instructors, over 75 per cent of whom have actually delivered the program.

BEST offers the most basic forms of education which reflects actual experiences of the worker; for example, writing a letter to a manager explaining why a worker wants to observe the Day of Mourning. Subject matter is union action-oriented, even using the grievance procedure, or training people to become more effective WCB advocates. As such, it is more than a narrow skills development program; its broader mission is to equip participants with the skills they need to engage in the struggle for worker rights and protection. It would be difficult to imagine this in a college context, to say the least.

BEST coordinators and instructors go to great lengths to address the sensitivity that surrounds literacy issues for the worker. The overarching theme of the program is that workers who require the training are no different than the others, they are just lacking a few skills that they can acquire. It is therefore of utmost importance that they bee treated as equals in every respect, with the understanding that they have other knowledge and skills that are of equal value to what they may lack.

According to Hutcheon, too many existing workplace education programs are defined by the specific workplace and process, and are dominated by the employer perspectives. BEST, on the other hand, attempts to build its process around alternative perspectives that reflect the reality of the participants' lives. BEST encourages debate on real life issues confronting workers in their working lives.

One contentious issue with BEST concerns relationships with unions that represent unionized instructors and staff in the public post-secondary institutions. It became necessary for BEST to achieve a protocol, as it has with NUPGE, whose provincial members were first to object to a process that they perceived as privatizing their work.

A similar program is **Learning Together**, a two-year workplace program launched by the **Canadian Labour Congress**, which reflects the collective commitment of the labour movement to respond to the literacy needs of union members. The purpose of the project is to foster literacy initiatives in unions, offer coordination and technical support to affiliated organizations, do research on literacy and labour issues, and promote the use of clear language in union publications.

Learning Together looks carefully at what unions are already doing, or could do in this area. It reaches members who do not have the language or literacy skills to participate fully in work, union and community life, and works with their unions to see how literacy training could be used to build the confidence of workers at the same time as they make the union stronger. In the words of **Jean-Claude Parrot, CLC Executive Vice-President,** who has formal responsibility for the program:[14]

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[14] CLC, *Learning Together*, 1998

> *At Learning Together, we believe that unions need to fight like never before to protect our members and strengthen our movement. Gaining access to a wider range of learning opportunities needs to be part of this fight. We need to get involved in providing literacy and basic skills training to union members not just to improve their job security, but to build awareness about the politics of the workplace, and the need for union activism. By doing so, we fulfill the primary purpose of unions—to help workers get more control over their lives.*

In another initiative, the Canadian Labour Congress, Prairie Division, held a Conference in 1997 in conjunction with the **WLLN Western Labour Learning Network** and with the financial assistance of the National Literacy Secretariat, entitled *Into the 21st Century...Labour's Learning Agenda*. The Conference explored labour's experiences and labour's hopes for basic skills upgrading programs for their members, and provided reasons why unions should become more directly involved in basic skills programming for their members. The following excerpt from the report contains some of the typical arguments for why this area should be considered a part of labour education:[15]

> *One reason is that trade unions in Canada have always shared an interest in improved educational opportunities for their members—whether inside the workplace, the union hall, or through quality, accessible public education system.*
>
> *Another reason behind the increased union involvement in basic skills programs is to help their members apply their energy and ideas to the goal of creating safer, more democratic workplaces and communities. In this sense, the goal is not simply to respond to the incredible pace of change around in the workplace, in unions and in everyday life, but to attempt to get out in front of that change and help to shape it in ways that reflect labour values.*
>
> *Providing our members increased opportunities to improve their basic skills can also bring down the barriers to participation within our unions and thus strengthen the voices of working people for the struggles that lie ahead.*
>
> *Finally, many employers, often with government assistance, are moving to establish basic skills programs in their workplace. If labour is not at the table in an informed and meaningful way when workplace basic skills programs are developed, the resulting training is often too narrowly focused on the needs of management at the expense of the workers. A second important issue is the whole question of delivery models, particularly the relative roles of publicly-funded community colleges on the one hand and the tradition of peer-based instruction developed by various labour-based basic skills programs across the country. This was an issue of much discussion and debate at the June 1997 CLC Training Conference in Ottawa.*
>
> *Many trade unionists, including those who themselves deliver programs out of community colleges, clearly feel that a public education institutional delivery model best combines quality delivery with the concept of "buying union label." They remind us, quite rightly, of the fact that unionized, public sector jobs are on the line.*
>
> *On the other hand, there has developed across Canada a rich tradition of labour-based, non-profit community delivery agencies. Examples of these include the SFL's WEST program, the OFL's BEST program, the Metro Labour Education Centre in Toronto, the national network of UFCW Training Centres, and the programs of UNITE.*

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[15] WLLN Western Labour Learning Network, *Into the 21st Century...Labour's Learning Agenda*, 1997

Many of these programs utilize peer-based delivery models and have provided new access to learning for workers who have not had positive experiences with large learning institutions. In many cases, learners finding success in these labour-based programs have gone on to community colleges for further education and training.

TRAINING OFFERED BY A WORKERS' HEALTH CENTRE

Occupational health & safety training has always been a mainstay of labour education offered by unions in Canada, reflecting the prominence that this function has achieved in the life of the labour movement. The Ontario Federation of Labour (OFL) has always provided strong leadership in this respect. It was instrumental in establishing the **Workers' Health and Safety Centre (WHC)** in 1979 as a training facility to address the workplace health and safety needs of workers by providing preventative health and safety training designed to preserve their well-being.

In the last two decades, the WHC has evolved into a broadly based, multi-sector health and safety delivery organization that provides education and support universally recognized as being of the highest quality. Numerous other centres have been established across Canada, based on the model provided by the OFL Centre. WHC-trained volunteer activists have delivered health and safety programs to more than 120,000 workers, a record which Centre staff believes has led to a significant reduction in the rate of workplace injuries because workers have a heightened awareness of health and safety procedures and of their legislated rights, and are equipped to take action in hazardous situations.

The WHC participated in the development of the Government's legislated ***Core Certification Training Program***, as the representative of the workers of Ontario. In this capacity, it has trained over 50 percent of the 15,000 currently certified members in the Province, who have the training necessary to make informed recommendations when their own workplace health and safety programs. Two specific programs pertinent include the Workplace Hazardous Materials Information System (WHMIS) and the Musculoskeletal Injuries Prevention Program (MIPP).

As well, the WHC maintains **a computer network,** which is among the most sophisticated in the health and safety system, allowing staff to perform in-house publishing, networking and records management. The WHC Website ***(http:/www.whsc.on.ca.)*** allows workers to contact the Workers Centre and access its existing publications, programs and hot links to other health and safety courses. As well, the Centre provides a wide range of research and communications services. Its *Sector Reviews* update and advise program graduates about health and safety issues and legislation, and its technical consulting services are available on a fee-for-service basis.

The Workers Centre maintains field service representatives in nine regional offices, who are available to coordinate the health and safety training needs of any workplace and to answer and advise callers about hazards and their legal rights and responsibilities.

The latest ***Training Works (1999)*** published by the WHC lists more than 50 hazard-specific modules that are offered in communities throughout Ontario. Besides providing workers with the opportunity to meet legislated training requirements, they address basic health and safety concerns of most workplaces. These courses are selected and designed after a rigorous process of consultation, analysis, planning and hard work that draws on the experiences of trained worker representatives across the Province. The following is reproduced in some length, because it illustrates the type of Hazard-Specific Training courses offered in one centre (Sudbury), and provides an insight into the complexity and variety of training offered by the WHC training centres:[16]

Oct. 4	*AM Lockout* *PM Confined Spaces*
Oct. 5	*AM Biological Hazards* *PM Infectious Diseases*
Oct. 6	*AM Indoor Air Quality* *PM Radiation from VDTs*
Oct. 7	*AM Workplace Violence* *PM Work Organization*
Oct. 8	*Full Day Propane Handling and Storage*
Nov. 22	*AM Lockout* *PM Confined Spaces*
Nov. 23	*AM Biological Hazards* *PM Infectious Diseases*
Nov. 24	*AM Indoor Air Quality* *PM Radiation from VDTs*
Nov. 25	*AM Workplace Violence* *PM Work Organization*
Nov. 26	*Full Day Community Care Givers*

TRAINING CONDUCTED BY A LABOUR LAW FIRM

Mention must be made of a number of other notable actors that have become involved in designing and offering labour education programs to union members. One of the most outstanding examples was provided by **Judith McCormick, Associate with Sack, Goldblatt,** who described the broad offerings of labour education being provided for labour organizations by her Toronto-area firm, one of the leading labour law firms in Canada. Their programs and publications are widely-known and used by unions across Canada, and even internationally. As well, courses and activities similar to those described by McCormick are offered by law firms elsewhere in Canada, as lawyers become labour educators.

Typical of labour educators, McCormick expressed the belief that unions should try to provide their members with an education, as distinct from simply training them. She argued that the learning which unions promote will have to be applied by the participants in the particular social and political context in which they are working. At the same time, the training must be practically useful, and applicable to the day-to-day work of those trade unionists who participate. Technical matters such as certification, for instance, should begin by canvassing problems and experiences that the participants have encountered in the particular area being studied.

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[16] Workers Health and Safety Centre, *Training Works*, 1999

The need for an "educational outreach" program became clear to lawyers at Sack, Goldblatt in the course of representing trade unions and their members, especially as so many of the problems and struggles of these unions involved legal components or issues. The firm is now providing a full program of education in labour law for the layperson, which requires skillful treatment and a careful approach to make complex areas as accessible as possible.

In programs offered by Sack, Goldblatt, an interactive style and a variety of teaching methods are employed in an effort to connect with and be useful to the participants. McCormick refers to exercises that the firm has developed for courses delivered to the Firefighters (IAFF). The subjects of certification and duty of fair representation, for example, are based on the model of a "game show." Courses also utilize mock hearings and arguments between actors in make-believe situations.

According to McCormick, participants who may have little formal education have demonstrated a pronounced ability to adapt to different regimes of learning. She made a point of demonstrating exactly how the ***Law for the Layman*** course she is teaching to union activists is remarkably similar in content to the course that lawyers receive in their law school training; her point being that she has no reason whatsoever to believe that the training trade unionists receive is, in any way, of an inferior quality in its content or its learning objectives. That laypersons in unions are capable of grasping the law is also illustrated in the *Principles* that McCormick developed when she was serving as Chair of Ontario Labour Relations Board. Too often, she said, unions are using lawyers and other "experts," when they may not actually have to. For example, CAW'S *Organizer Course* reviewed current cases in exactly the same way as would be done by Law Students at any university.

Not only is labour relations couched in a highly technical, formalized context; it also has certain social implications that makes it inaccessible, according to McCormick. As much as possible the educational materials produced by Sack Goldblatt are reproduced in plain language, illustrated in the many publications put out by the firm as part of its broad educational efforts. LRB rules, for example, have been translated into plain language, as have numerous bulletins to provide time-sensitive explanation of changes in legislation and government policy. As well, McKinnon and others in her firm produce simple columns on issues applicable across the country that can be used by any subscribers to the **Canadian Association of Labour Media**; for example, columns on such topics as the law on stealing at work.

The firm of Sack, Goldblatt has developed numerous workshops for clients, ranging from one-hour modules to courses that last a full day. These are offered to unions and professional organizations largely as a service to the clients, and to the public at large, focusing on their particular needs relative to the law. In addition, numerous courses have been developed for staff representatives and union executive officers.

The Firm has developed such teaching manuals as ***Making the Law Work for You,*** a manual that includes interactive exercises and instructor notes. It also includes psychological/sociological pointers about dealing with difficult members, as union representatives are required to conduct themselves as more than lawyers, where their unions are concerned. According to McCormick, materials such as these are as complex and sophisticated as any that can be found on a university campus, and she could see no reason why they should not be fully recognized by post-secondary educational institutions for credit. This holds true for much of the labour education that she has encountered in her relationship with the labour movement.

POST-SECONDARY EDUCATIONAL INSTITUTIONS

In many cases, unions look to other organizations, institutions and agencies to deliver courses and learning activities that they cannot offer or even support by themselves. Most typically, they have used local colleges or universities.

One of the best examples of post-secondary education institution involvement is provided by the **Labour Studies In-House Courses for Unions offered by the Capilano College Labour Studies Program**. According to **Linda Sperling, Coordinator of the Program**, the Capilano College provides three streams of training that are available to members of the labour movement in the Vancouver area: Open Registration (Public) Courses directed at unions, Open Registration (Public) Courses provided to the community, and courses restricted to union registration.

In all cases, training is provided by College staff and peer volunteers, all of whom invariably base their delivery on models of adult education developed by unions. This type of staff involvement, says Sperling, provides the basis for continuity and expertise, whereas the volunteers provide for the necessary participation and empowerment of members; one can't survive without the other. Volunteerism without the staff component could risk losing the continuity which the Capilano program has achieved. In addition, the Program is able to offer the variety, expertise, and work on specific areas that might otherwise not be available.

Agreement has been reached with participating Unions to the effect that the College Program will not infringe or compete with their labour education programs. In addition, union members on a Users' Advisory Committee provides the necessary input and communication for relevance and acceptance by unions and their members. Finally, all Capilano College instructors become part of the House of Labour through their own affiliated unions, a process that also helps to keep the program relevant, according to Sperling.

The *Course Catalogue for the Labour Studies Program for 1997-98* lists the following courses and workshops in its In-House Courses for Unions:17

Aboriginal Title: Impact on Working People & Labour Movement
Advocacy Techniques for Stewards
All the News That's Fit to Print
Analyzing Financial Statements
Arbitration: Evidence and Advocacy
BC Labour Law: the Labour Relations Code
Challenge of Technological Change
Collective Bargaining
Communications Law for Unionists and Journalists

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[17] Capilano College, *Labour Studies; In-House Courses for Unions*, Course Catalogue. Labour Studies Program, 1997

Comparative Industrial Relations
Controlling Hazardous Materials in the Workplace: a Union Perspective
Costing Out Contract Proposals and Settlements
Desktop Publishing—Intermediate Level
Drafting Better Health and Welfare Benefits Clauses
Drafting Better Pension Clauses
Duty of Fair Representation
Duty to Accommodate: Implications for Unions
Economics for Trade Unionists
The Economy, Government Policy and the Union
Effective Report and Letter Writing
EI (UI)—How to Present a Case Before Review Board
(Un)Employment Insurance Procedures—Introduction
Employment Standards Act, Employment Standards Branch and the Tribunal
Facilitating Small Group Discussions
Federal Sector Labour Law: the Canada Labour Code
Freedom of Information and Protection of Privacy Act
Globalization and Free Trade
Grievance Handling
History of the Labour Movement in BC
History of the Labour Movement in Canada
History of Working Culture
Human Rights Law and Policy
Instructional Skills Workshop
Introduction to Pension and Benefits
Issue Organizing
Labour and the Environment
Labour Economics: Alternatives and Options
Leadership Training for Executives, Committees and Boards
Legal Research
Media Skills
Occupational Health and Safety: Introductory
Occupational Health and Safety: Advanced
Occupational Health and Safety Research
Organizing Law
Organizing Skills for Public Awareness Campaigns and Lobbying

Parliamentary Procedures for Trade Unionists
Pay Equity Demystified
Public Policy
Public Service Staff Relations Act
Public Speaking
Steward Training—Basic Level
Team Concept (Introductory)
Team Concept and Work Reorganization (Advanced)
Telling Your Union's Story: a Course in Practical History
Unions on the Internet
Video Display Terminals: a Health Issue
Violence in the Workplace
Women's Leadership Skills: Assertiveness and Advocacy
Workers' Compensation Act and the WCB
Workers' Compensation and WCB Appeals Procedures (Advanced)
Workers' Compensation Pensions: Entitlement and Appeal
Working TV—Labour on Television
Writing Contract Clauses

Courses are highly-developed and up-to-date, as they are continually revised with the needs of the unions and students in mind, and under scrutiny by labour educators, staff and members. **The Arbitration: Evidence & Advocacy course** offered in 1997 provides a good example of the extent that the College is willing to go to ensure relevance. It is an advanced course on the practices and procedures of grievance arbitration, and is directed at trade unionists and other students who have some experience with the process and have some understanding of the law. Course content includes: legal research and preparation, basic rules and types of evidence, procedures and preliminary objections, advocacy skills, in examination of witnesses, cross examination, and the development of opening and closing statements.

Course within the **Labour Studies Program** that is offered as part of the regular Academic Studies/University Transfer Programs of the College are in many respects indistinguishable from those offered as in-house courses for unions. The Capilano College Catalogue lists the following offerings in this program for the 1997/98 season:[18]

Introduction to Economics for Trade Unionists
Labour Economics: Alternatives & Options
Corporate Financial Statement Analysis
Legal Research Skills
B.C. Labour Law

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[18] Capilano College, *Where Opportunities Begin*; Calendar 1997-98

The Canada Labour Code
Public Service Staff Relations Act (PSSRA)
Issues in Occupational Health and Safety
Workers' Compensation Act and the WCB
Introduction to UIC Procedures
Human Rights Law
Civil Rights and the Work Place
Politics: Understanding Government Bureaucracy
Politics: Labour Policy in Canada
Sociology of Work
Race and Ethnic Relations
History of the Labour Movement in Canada
Telling Your Union's Story: A Course in Practical History
History of the Labour Movement in B.C.
Women in the Work Force
Leadership Skills, Assertiveness and Advocacy
Indian Land Claims and the Trade Union Movement
Media for Trade Union Education and Organization
Working with Mass Media
Working Culture and History of Labour Arts
Media Workshops
Communications: Public Speaking and Parliamentary Procedures
Stewards' Training
Collective Bargaining
Union Local Administration
Contract Costing
Introduction to Pension Plans
Introduction to Health & Welfare Benefits
Arbitration
Workers' Compensation Appeals—Intermediate Level
Advanced Workers' Compensation—Appeal Preparation & Presentation

As another example of involvement by post-secondary institutions in British Columbia, **Simon Fraser University in Burnaby, British Columbia** has worked with the Canadian Labour Congress to jointly sponsor a Weekend Seminar in Fall 1997 that contained the following courses:[19]

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[19] Simon Fraser, *Labour Education*

Assertiveness Training

Facing Management

Introduction to Collective Bargaining

Introduction to Occupational Health & Safety

Financial Planning: Ensuring Your Future

Parliamentary Procedure

Labour Law—Provincial

Introduction to Arbitration

Steward Training– I

Steward Training– II

Steward Training– III

Steward Training– IV

Wierzbicki and **Gail Carrozino** described the **Labour Studies Program** that the **Metro Labour Education Centre (MLEC)** has been running in collaboration with **George Brown College** for almost 25 years. While the College is not active in preparing or delivering the courses, it provides the administration and a certificate (a "stamp of approval," according to the interviewees). In order to tailor the program to the specific needs of working people, the program consists primarily of weekend courses, with some evening courses as well. Education is provided from the workers' point-of-view and is directly related to the lives and experiences of workers.

The Program reflects the essential nature of all MLEC programs in this regard. It is designed with the needs of working people in mind and an understanding of the many barriers to post-secondary education that they have traditionally faced. Involvement is based on the principle that education for working people must be: accessible, both geographically and timely; developed by and for activists and workers; and provided in a "learner centred" mode in which students work on a participatory basis.

The School of Labour arises out of agreement between **George Brown and the Toronto Labour Council**. It is administered by a Joint Board that has eight Labour Council and eight College seats. While 50 per cent of all positions are reserved for union by agreement, in fact, 75 per cent are filled by labour representatives. MLEC is satisfied that, while colleges tend not to be accessible or relevant to workers, their Program is both accessible and recognizes the experience of workers, including displaced workers. Today, approximately 40 courses are available as a part of the ***Certificate Program***, including the following:[20]

Arbitration I

Arbitration II

Challenging Racism

Collective Bargaining I

Collective Bargaining II

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[20] MLEC, *Metro Labour Education Centre Certificate in Labour Studies Winter 1998 Program Schedule*

Community Economic Development
Desktop Publishing for Union Communications
Employment Equity
Fragile Freedoms: Civil Liberties for Canadian Workers
Health and Safety I
Health and Safety II. Committees
Health and Safety II. Provincial Legislation
Health and Safety II. Federal Legislation
Health and Safety Weekend Workshop
Human Rights: Challenging Heterosexism and Homophobia
Human Rights for Trade Unionists
Instructional Techniques
International Affairs
Introduction to Unionism
Labour Action for the Environment
Labour and Politics
Labour Economics
Labour History I
Labour History II
Labour Law for Unionists
Labour Leadership
Labour Music: Song in Struggle
Modes of Production
New Media
Occupational Stress
Pay Equity for Trade Unionists
Pensions and Pre-Retirement
Politics of Computers: Making Computers Work for Trade Unionists
Public Relations and Union Communication
QWL/Management Control in the Changing Workplace
Research Techniques
Sexual Harassment: A Union Issue
Strikes: Understand Them, Win Them
Technological Change
Trade Union Organizing
UIC—Plant Closures

Video Production for Unionists
When Class Meets Nationalism: Themes in Quebec Labour History
Women, Work and Power
Workers' Compensation I
Workers' Compensation II
Workers' Compensation: Special Topics
Working Class Literature

In Quebec, the **FTQ and CSN** have entered into an agreement with the **University of Quebec at Montreal (UQAM)** which has resulted in a significant commitment by the University to labour education, research and numerous other services. The following descriptions taken from *the Guide d'utilisation du Protocole d'entente UQAM-CSN-FTQ* describe “La mission des services aux collectivités” et “Le Protocole d'entente UQAM-CSN-FTQ:”[21]

> *L'Université du Québec à Montréal a adopté en 1979 une politique institutionnelle des services aux collectivités. C'est dans ce cadre que s'inscrit le Protocole d'entente, même si son existence est antérieure à cette politique. Pour situer brièvement cette politique et sa portée, disons qu'elle reconnait formellement à l'UQAM une fonction universitaire des services aux collectivités, fonction distincte mais intégrée aux missions d'enseignement, de recherche et de création.*
>
> *Le protocole UQAM-CSN-FTQ a été signé par la CSN et la FTQ en Janvier 1976. Son but est “de rendre accessible aux travailleurs et à leurs organisations syndicales les ressources humaines et techniques de l'Université, dans le cadre d'activités d'education non-créditées” (article 2 de l'entente). Le Protocole est géré par le Comité conjoint.*

TRAINING PROGRAMS

Although worker education was not a major focus of the Labour Education Project, it could not be ignored, as central elements of labour education were clearly found to be clearly interwoven into these programs. This appeared to be especially true where a union or union central was directly involved in the conception, design and delivery of the program.

One of the clearest illustrations of this type of education is ***The Workplace Training Strategy***, an initiative of the **Canadian Labour Congress**, which was initiated with funding from **Human Resources Developmental Canada.** The goals of the Workplace Training Strategy as listed in its *Report* are to:[22]

> *create a labour vision of training that serves the needs of working people in Canada;*
>
> *create lasting networks in the labour movement to share information and experience about training;*
>
> *build capacity in our unions, federations and labour councils to respond more effectively to government policy and employer demands in the areas of basic skills, workplace training, adjustment and apprenticeship;*
>
> *promote research and analysis to create a better training system for working people.*

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[21] *Guide d'utilisation du Protocole d'entente UQAM-CSN-FTQ*

[22] CLC, Workplace Training Strategy: Building Strength Through Training -Training Still Matters!

After the start-up phase, which has just been completed at the time of the interview, it was agreed amongst the participants that the work of the Training Strategy would be carried forward by CLC affiliates, federations and local labour councils, supported by five Regional staff and a National director. The extent to which this will occur was still to be seen, however. Fred Wilson, Communications Officer with the CEP, Western Region, and an active participant, provided an explanation of each of the following terms of reference for the Project:

> *encouraging training activists, negotiators and leaders to share information and create networks;*
>
> *providing technical support and expert advice;*
>
> *working with universities and progressive researchers to do research on training from a workers' perspective; and*
>
> *developing and disseminating resources.*

Maureen Werlin, Regional Director for the Prairie Region, reinforced some of the major reasons that the CLC provided for initiating the program. According to her, it occurred in response to the negative effect that government cutbacks and related developments of the 1990s have had on workers in Canada. In brief, privatization of labour market education had gone hand-in-hand with a complete makeover of the Unemployment Insurance system in Canada, in a way which devastated an important, hard-won social benefit for workers. Adjustment programs for the unemployed, job training at the workplace and in the colleges and school boards, apprenticeship and literacy programs were all hurt by these developments, as funds that had been originally intended for income support for the unemployed has been handed over to the provinces to provide training instead. There are no national standards, and no guaranteed access to the training programs, however.

According to the dominant approach developed by the CLC for this program, training must do more than provide temporary relief from widespread unemployment. Workers who are facing unprecedented change must be provided with the information and training they need to adapt and keep their jobs. It is well known that employers are doing very little to retrain their existing workforces, as they would rather contract out the operation, repair and maintenance of new technologies. At the same time, provincial apprenticeship systems are being dismantled, even in the face of prospects that skilled trades will soon be in critically short supply.

A good example is the training offered by another type of outside agency that makes crucial contribution to the labour education efforts of Canadian unions. The **Canadian Steel Trade and Employment Congress (CSTEC)** was incorporated in 1986 as a joint project of the **United Steelworkers of America** and several steel companies to promote research, lobbying and education on steel trade issues. In 1987, in a period of economic slowdown and economic and industrial restructuring, CSTEC expanded its mandate to provide adjustment and training assistance to permanently laid-off workers in the steel industry. This was converted in the following year into a sector-based Worker Adjustment Program, which received Federal assistance to provide programs to laid-off steelworkers.

In 1992, CSTEC expanded its program to include training for workers who were employed in the steel industry. CSTEC designed a Skills Training Program that would be delivered on a cost-shared basis with the steel industry and the federal and provincial levels of government. Finally, CSTEC has undertaken partnerships with various post-secondary institutes to develop ***a Steel***

Industry Training Program (SITP). It also cooperates in projects with other educational organizations such as MLEC.

Information on CSTEC and its operations was provided by **George Nakitsas,** who also provided information on the significance and contribution of the program. All of CSTEC's programs and courses are delivered through co-chaired, joint labour-management committees. The Congress is administered at the National level by a Board of Directors, together with the Training and Adjustment Committee and the Trade Committee.

The **Skill Training Program** has more than doubled the level of training in broader, strategic foundation and technical skills that is available to steel workers in Ontario and surrounding areas. In the three years before the Labour Education Project, close to 27,000 workers in the steel industry received an average of three days of training in critical new skills, in addition to training already provided by their companies, or mandated by legislation. Furthermore, this training has been broadened to include classes of workers who have been typically marginalized by workplace and formal education programs in the past, particularly production and clerical occupational groups. Finally, the training has greatly increased the transferability of skills and the adaptability or employability of the workers who have participated. The following programs were listed:[23]

Skill Training Program
Joint Training Committees
Training Plans/Budgets
Training Needs Analysis
Training Evaluation
Steel Industry Training Program-26 courses
PLAR Portfolio Development
Worker Adjustment Program
Local Adjustment Committee
Peer Counseling
Goal Setting
Financial Planning
Job Shop
Self Employment
PLAR
Training Referrals
Job Placement

In addition to the above, at the time of the interview, the **Metro Labour Education Centre (MLEC)** was negotiating a formal relationship with CSTEC to provide fuller coverage for "secondary steel." Proposals had already been formulated and were in front of an Adjustment

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[23] Canadian Steel Trade and Employment Congress, *About CSTEC*, 1997

Committee. CSTEC and the USWA are working together to articulate agreements with 17 Colleges and 2 CEGEPS, and a 3-day course in PLAR has been developed with USWA. MLEC had already developed a program for **Employment Action Centres** that consisted of the following:[24]

> *Resume Writing and Covering Letters*
> *Preparing for Job Interviews*
> *Effective Communications*
> *Networking and Making Cold Calls*
> *Windows for Internet*
> *Career Exploration with the Internet*
> *Prior Learning Assessment Recognition*
> *Labour Market Information*
> *Computer Foundations*
> *Using the Internet for Job Search*
> *Planning, Self Assessment and Goal Setting*
> *Unemployment and Stress Management*
> *Job Search with the Internet*
> *Pre-Employment Communication Skills*
> *Labour Market Research in Employment*

One of most ambitious joint projects in worker training ever undertaken by the unions involved in British Columbia's forestry industry, was initiated by the BC government as part of an ambitious program to revitalize the Province's flagging industry. According to **Fred Wilson, CEP Communications Director for the Western Region**, the **Joint Union Management Program for Employee Skills Development (JUMP)** was initiated for the following purposes:

> Protect and enhance employment opportunities for individuals and the workforce as a whole.
>
> Contribute to the productivity of the industry and to secure additional value-added processing and employment in the pulp and paper industry by investing in the workforce.
>
> Promote cooperation in joint human resource planning.

The JUMP Program, in full operation at the time of the interview, is overseen by a provincial steering committee, with specific programs developed through **Local Joint Training Committees (LJTC's)**, which have turned out to be the strength of the program, according to Wilson. The whole program has hinged on the ability of the participants to facilitate a cooperative effort between union and management - one of the first truly joint efforts at addressing issues in the B.C. forestry industry. According to Wilson, training is a key factor in enabling labour representatives to participate fully; too often, they are thrown into situations without the knowledge or skill to hold their own. As well, the use of local volunteer union and management employees in the LJTCs provides a very effective and efficient means of delivering the JUMP Program.

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[24] MLEC, Employment Action Centre Programs and Workshops

According to one of its latest reports, the JUMP provincial steering committee is overseeing several initiatives at different stages of development, including:[25]

> A Learning Capacities Project designed to find out how people learn in a formal sense and in an informal sense. Results will aid the development of future course content and delivery mechanisms to better suit workers.
>
> A "wants" questionnaire, developed by the Gold River LJTC, which is now available to committees that wants to kick-start their training initiatives or to get new workers involved.
>
> Learning and Education Assisted by Peers (LEAP), with two groups formally committed to becoming part of the pilot program and several local joint training committees negotiating with their local management and union before committing.
>
> The Forestry Dogwood Project, a partnership between the BC Open Learning Agency and JUMP to develop courses that will allow workers to get their grade 12 while learning about subjects relevant to the industry. A portion of this initiative is dedicated to Prior Learning Assessment and Recognition.
>
> An environmental course offered by the Howe Sound LJTC, partnered with Capilano College.

At the end of JUMP's first year, 43 local joint training committees had received their formal training, and by the end of 1997, JUMP had approved 950 proposals representing 7302 course participants. These committees represent 17,050 workers, which according to Wilson, exceeded by far, original estimate of 16.000 workers which the Project planners believed would become involved over the first three years.

According to the latest Project Report, local joint training committees have been successful in promoting the various principles for which the Program was established: the principle of equality as it applies to different sectors of the population. An evaluation in 1997 found that 43 per cent of all funding was going to foundations skills, with 75 per cent of the participants between the ages of 30 and 50. As well, the ratio of shift workers to day workers (47% to 53%) and job categories mirrored the demographics of the industry.

The three eligibility criteria of incrementality, portability and equitability also appear to have been met by the two sample LJTC's that were investigated. Procedures have been developed to ensure these criteria are reviewed for each training proposal approved. Some of the procedures adopted are as follows:[26]

> For projects that might appear to be hobbies or not related to the forest industry, an additional application form must be completed by the applicant to indicate how the training course is part of a career plan.

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[25] *Operational Report for the First Year of JUMP!* For the period ending September 30, 1997

[26] *Ibid.*

> The LJTCs review each application to determine if the training requested is incremental, portable and equitable. Because each LJTC contains representation from both company and the unions, the balanced structure of the committee contains checks and balances to ensure that JUMP training funds meet the criteria of incrementality, portability and equitability.
>
> Each application for training assistance is also reviewed by the Provincial Coordinators and the Audit Committee prior to paying for the training.

Kelly Sinclair, Director of the United Food & Commercial Workers Local 2000 Training Centre in New Westminster, British Columbia, explained that conflict resolution and anger management are woven into virtually every program offered by his Centre, as workers who find themselves without a job or otherwise marginalized are often full of fear and anger. As well, the Centre takes a holistic view that the process of worker training/job entry needs as much involvement by the family and the community as possible. Too many training programs, according to Sinclair, are motivated by the need to "remain competitive," and are thus very narrow in their focus. As all trainers and training coordinators have themselves gone through the process of job training, they understand what participants are experiencing. (Sinclair claims that he was functionally illiterate at the age of 19.)

The UFCW Training Centre operates out of two locations to offer worker training in the following areas: certified occupations, literacy, membership programs, community programs. An Education Committee of Local 2000 decides the priorities and directions for training, and Centre personnel work closely with the Province's Industry Training & Apprenticeship Commission (ITECH) and other governmental and private sector agencies. The following list of courses provides a flavor of the programs that may be offered at any one time in the Centre: Stress Management, Effective Communications, Money Smart, Tax Tips 2000, Labour History, Public Speaking, Train-the-Trainer. As well, the Centre regularly organizes workshops in such areas as: Alternative Health, Return to Learn, ESL. Reading Circles/Book Clubs, Teng Shui/Wenlido, Scrap booking, Gift-Wrapping, and Calligraphy.

In addition to courses, the Centre undertakes Special Projects[27]. For example, it assists UFCW members facing lay-offs and plant closures with Counseling Services in areas such as employment and career directions and stress management. Trained UFCW Union Counselors are available virtually around the clock to assist members and their families and to direct them to needed social service agencies in the community for problems such as: alcoholism or drug dependency, senior citizen services, family counseling, child care, credit or debt counseling, or consumer information. In addition, similar counseling is considered part-and-parcel of the transition and self-assessment which accompany all training programs.

Community Programs are considered important to the overall effort. Of note is a program with the Salvation Army to learn sausage-making and to serve sausage suppers to needy at Harbour Light; another provides the opportunity to construct and provide play houses to needy children. As well, the Training Centre is involved in toy drives, buffets and social benefits for Children's Hospital and non-profit day care centres, drug and alcohol abuse, and Flight for Freedom. These complement Community outreach educational programs in such areas as numeracy and literacy, WHMIS, First Aid, and WCB training.

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[27] UFCW Local 2000, Assorted Posters and Brochures

The ***RISE (Regional Initiatives Survey for Education) Project*** typifies the approach taken by the Centre. It began with an initiative to identify barriers to training. It found such factors as: a) Fear: many had failed in their initial schooling, and may even have hidden their lack of a High School Matriculation; and b) Time-Management: shift work and other aspects of work schedules make it difficult to balance work, family and other commitments.

It was found that Computer Literacy was a popular entry point from which many workers became interested in further training. Regional Coordinators learned to use "Chat Lines" and other ways of communicating, using the electronic media. The Centre currently offers Computer training: Introduction, MS Office Programs, Internet Navigation, E-Mail, Image Manipulation, and Designing a Web Page.

Basic programs focused on learning how to utilize computers, and especially the Internet to learn interactive skills. For example, through programs provided by the Open Learning Agency, students learned how to scavenge the Web for information, and download information, a very powerful learning process. Their searches would be prompted by such questions as Who is the Canadian Labour Congress? Or the United Food & Commercial Workers.

The ***Return to Learn Program*** allows adult learners to take part in a supportive environment to work towards a GED, or simply to engage in further learning for its own sake. Sinclair explained how the Centre utilized the Quebec "Mystery Factory," an interactive CD which invites students to take an inventory of their skills in a way that makes it fun. The Program takes students through nine levels of personal skill development and three areas of Program to give students skills and knowledge equal to a Grade 12 Matriculation Level. For all of this, the UFCW Training Centre provides support in such areas as time-management, conflict resolution, computer literacy, and other areas of basic skills improvement.

To counter the problem of scheduling created by shift-work and other responsibilities which keep workers away from educational upgrading, the Centre initiated a ***Home-Based Distance Education Pilot Project,*** that allows participants to complete a GED-type program in 3-4 months primarily through electronic communications. The course is preceded with a 3-4 week computer training program, as well as another 3-4 week program in which two or more participants are connected electronically to complete a research project. (Other Centre Programs are mentioned in Section G-6 below)

G. WHO TAKES PART IN LABOUR EDUCATION?

The measure of courses and educational events offered in labour education programs is the extent to which they prepare members and activists to deal effectively with the demands they face in the workplace, the union and the community. The proof of steward training, for example, is in the ability and understanding stewards demonstrate as they handle grievances, provide leadership, educate and communicate, etc., rather than some external standard of competence. By the same token, the proof of leadership training is in the ability of the trained officers and stewards to respond to challenges facing the membership, provide direction to the organization, and lead the "resistance," if that is the union's approach to labour relations.

As a partial consequence, access to courses is usually restricted to those who have met certain requirements related to the duties and responsibilities (explicitly stated or simply understood) that they will be asked to undertake on behalf of the union. For example, most unions require that a member be elected as a steward before engaging in steward training; likewise, courses in collective bargaining are usually restricted to those who have been elected to a union bargaining committee and other duties related to negotiations. Entrance to training is ,therefore, often restricted to those who have "proven" their commitment to the union in any one of a number of ways: election to office, regular attendance of meetings, volunteer work, picket-line duty, and other service.

At the same time, attention must be given to training initiatives of the type undertaken by the UFCW 2000 Training Centre in New Westminster, B.C.. In accordance with their Mission to create *a bridge to lifelong learning thereby enhancing their working and personal lives,* and their training mandate, they attempt to involve as many workers as possible to make further education and training a personal aim. There is no single point of access to union education programs. The following is a sample of the approaches taken by the various unions and other organizations in selection of participants.

TARGET STUDENTS IN THE PUBLIC SERVICE ALLIANCE OF CANADA (PSAC)

The **Public Service Alliance of Canada (PSAC)** has the following criteria or "prerequisites" for entrance to its programs, as it describes *its* ***Steward Advanced Training Program (SATP)*** in the following way:[1]

> *A potential candidate for SATP is a steward or chief steward who:*
>
> > *Has demonstrated the potential as organizer and problem-solver at the workplace by applying the basic knowledge and skills acquire on BUS, and needs to enhance that knowledge and those skills;*
> >
> > *Requires the competence and confidence to carry out the practical work of the local;*
> >
> > *Has demonstrated initiatives in making the union a more effective force in the workplace in the areas of representation, motivation, communication and organization;*

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[1] PSAC, *Let's Go! Education for Action: Alliance Education Program*, 1993

Has proven interest in and commitment to the basic premise of trade unionism, which is people helping people.

According to **National Education Coordinator Terri-Lee Reyvals-Mele**, the central Alliance organization does its best to offer educational programs that go beyond the particular scope of its locals, many of whom offer extensive educational programs of their own. It focuses, in particular, on courses that target a broad cross-section of the leadership of the locals. For this reason, requirements similar to SATP have been provided for entrance to some of its other programs:[2]

> Building Union Solidarity Course (BUS): BUS is aimed at members who want to find out more about the union, want to explore the possibility of serving as union stewards, or already are active stewards who want to improve their ability as a steward.
>
> Grievance Handling: Grievance Handling is for stewards who wish to improve their abilities in defending members, who have demonstrated a willingness to police the collective agreement, and who feel the need to build the self-confidence necessary to challenge management's actions in the workplace.
>
> Health and Safety: Committee Members: The Health and Safety Committee Members course is for workplace health and safety committee members or workplace health and safety representatives.
>
> Local Officers' Advanced Training Program (LOAT): The Local Officers' Advanced Training Program is for members who have demonstrated an interest in and ability to administer a volunteer organization such as a union local, who communicate freely and openly with stewards and officers, who work with other officers and local stewards to establish an efficient and affect locals, who are committed to the concerns of the local membership, and who exhibit a belief in fellow members. Preference is given to Executive teams that are new and are attempting to develop the objectives and strategies necessary to build an effective local, Executive teams that have worked together in the past but had difficulty communicating with each other, and Executive teams facing particular organizational difficulties such as local size, scattered membership, or multiplicity of bargaining units represented.
>
> National Officers' Training Program (NOTP): Students must be members of the Alliance National Board of Directors, or a component executive.
>
> Women at Work (WAW): Women at Work is a motivational course that provides an opportunity for women members to become more involved in Alliance activities. It is aimed at women members who are aware of the Alliance as their union and want to know more about the Alliance and their role as active members, who are sensitive to the special problems and needs of women workers and think these are issues for the union to address, who believe in women's rights to equality of treatment and opportunity in all areas of human endeavor, who want to learn how to work within the union to advance women's rights and to build attitudes that support equality, and who are ready and willing to make the commitment to take on a more active role in the Alliance, particularly at the local level.

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[2] PSAC, *Let's Go! Education for Change: Alliance Education Program*, 1985

Women at Work candidates may not currently be highly active union members. They must not hold a union office or participate regularly in union functions.

Political Education Training Program (PETP): The Political Education Training Program is aimed at members who believe unions should not restrict their activity in the negotiation of wages and working conditions, who recognize that working people must organize themselves to oppose political forces that work to oppress them, who want to find out why social injustice exists, who believe unions are agents for social change and political action is a legitimate trade union function, who want to learn how to put strategies into action, and who want to know how to play an active part in mobilizing members.

Appeal Representative Training Program (ART): The Appeal Representative Training Program is for members who attended at least one Section 21 appeal hearing and, normally, have considerable grievance and/or appeal handling experience; are familiar with the competition process in the federal public service; have demonstrated good research skills necessary to investigate previous appeal cases, court decisions, etc., and are able to retrieve salient points for use in building cases; have the ability to read, understand and work with complicated technical, quasi-legal and legal material, and the ability to examine and weigh documentary evidence; and who possess considerable human relations skills for dealing with appellants, witnesses (friendly and hostile), management representatives and appeal board chair people.

Basic Instructor Training Program (BITP): The Basic Instructor Training Program is for members who are committed to providing locally based training; who have demonstrated the ability through activity at the local level to fulfill the member instructor role; who have a combination of union education and union experience at various levels of the organization; who show good communication and listening skills; who display a positive, open, empathetic attitude towards co-workers; and who want to learn how to use adult education skills and techniques.

The Union Development Program (UDP) is designed for members who have demonstrated a solid commitment to the union's cause and to the underlying principles of collective action. They must show that they have a well-developed understanding of the basics essential to union activism, and have demonstrated initiative in furthering their union development through active experience and by attending courses or conferences. Finally, they must demonstrate the will and ability to use their training to assume leadership roles in the union.

CHOOSING TEACHERS TO PROVIDE LEADERSHIP: BRITISH COLUMBIA TEACHERS' FEDERATION (BCTF)

Leadership Training is a vital component of labour education, and **Kathleen McKinnon of the British Columbia Teachers' Federation (BCTF)** described this central objective most clearly as she went through the BCTF Program to describe the target population event by event, linked to the Union's annual and long-term objectives. The criteria for selecting participants in the various courses in its ***Federation Leadership Institute***, January 9-10, 1998, for example, are described in the following manner:[3]

> Public Schools Under Attack: This course is aimed at local presidents, local officers with 50% release time or greater, and Executive Committee.
>
> The President as Educational Leader: A Practical Approach to PD Issues: This course is aimed at local presidents, local officers with 50% release time or greater, and Executive Committee.
>
> Media Relations: "Just the Facts, Ma'am": This course is aimed at local presidents, local officers with 50% release time or greater, and Executive Committee.
>
> Conflict Resolution II: This course is aimed at local presidents, local officers with 50% release time or greater, and Executive Committee. In particular, target students are local presidents and local officers who are routinely confronted with conflicts in the performance of their duties. These School Staff Committees are the ones that the Federation depends upon to lead the way on such issues as the right of teachers to engage in discussions over such matters as budgeting and staffing under the new School Based Management model.
>
> Case Building II—A Hands On Approach: From Allegation to Arbitration: Target students are local presidents, local officers with 50% release time or greater, and Executive Committee. This course is intended to assist local presidents who identify all the issues related to dealing with personnel matters—investigations, hearings, interpretations of the collective agreement, grievance processing dealing with outside agencies and the impact of legislation, and advocacy as key components of their job.

THE INTERNATIONAL ASSOCIATION OF MACHINISTS (IAM)

The **International Association of Machinists (IAM)** likewise has a clear conception of the students it has targeted for its educational program. According to **Rob MacKinnon, President of IAM Lodge #99**, the Union has mapped out a deliberate progression to link the education which is available to the demands and needs that are commensurate with the office and level or responsibility reached by the target participant. He illustrated this with the following direction supplied by the International Union for its Leadership and Editors' Classes at its Placid Harbour Center:[4]

> Leadership I School: The Leadership I School is open to IAM members who have not previously attended one of the IAM Leadership Schools.
>
> Leadership II School: The Leadership II School is open to IAM members who attended the Leadership I School in a previous year and have never attended a Leadership II School. A further requirement is a recommendation from the Business Representative, General Chairman or Local Lodge President signifying the member has been actively working, when called upon, to further the course of the IAM. This recommendation must accompany the enrollment form.

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[3] BCTF, *Federation Leadership Institute*, 1998

[4] IAM, Placid Harbour Education & Technology Center; *1998 Calendar for Leadership & Editors' Classes*

Advanced Leadership School: Advanced Leadership School is open to IAM members who attended Leadership I and Leadership II Schools in previous years. In addition, a recommendation from the Business Representative, General Chairman or Local Lodge President must accompany the enrollment form, signifying the member has been actively working, when called upon, to further the course of the IAM.

Train-The-Trainer Program: The Train-The-Trainer Program is open to IAM members who attended Leadership I and Leadership II Schools in previous years. A recommendation from the Business Representative, General Chairman or Local Lodge President must accompany the enrollment form, signifying the member has been actively working, when called upon, to further the course of the IAM.

Basic Editors' School: The Basic Editors' School is open to IAM members who have been certified by the lodge as having specific responsibility in the subject area of the school program and have not previously attended the same program course.

THE ONTARIO PUBLIC SERVICE EMPLOYEES UNION

Jim Onyschuk of the Ontario Public Service Employees Union described the target populations for each component of a vast range of OPSEU educational events. This report focuses only on the training which is available to members at the local level, whose locals apply for and receive funding and assistance for courses to be provided at this level, in which case, they are able to reach many more rank-and-file members than would a program that is delivered centrally. In this way, the Union balances its central program with training that suits the needs of members in the various locals and regions.[5]

Empowering Your Local Unions:

Toward Your First Collective Agreement: The target students for Toward Your First Collective Agreement are members of newly certified OPSEU units.

Employee Relations Committee/Labour Management Committee Techniques: The target students for the OPSEU Employee Relations Committee/Labour Management Committee Techniques are members who have taken the Steward as an Organizer course.

Improving Your Local: The OPSEU Improving Your Local course is aimed at members who have completed the Steward as an Organizer course.

Building Your Local Program:

The OPSEU Building Your Local Program is aimed at interested locals who must pass a standard resolution at their general meetings to commit their locals to provide 5 local leaders for the 3-day session.

Campaigns and Lobbying Courses:

Campaigning to Win: OPSEU members.

Campaign Organizing to Win: OPSEU members.

Community Organizing: OPSEU members who are active or who wish to become active in community groups

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[5] OPSEU, *Educate, Agitate, Organize: No Justice, No Peace, OPSEU Education Catalogue*, 1996

EDUCATION DIRECTED BY AND AT LOCALS: UNITED NURSES OF ALBERTA

The central aim of education programs in the United Nurses of Alberta is to build strong locals, according to **Education Representative Trudy Richardson.** Responsibility for all education therefore exists with the locals, who arrange and pay for it. The central union organizations plays a role in designing and delivering educational events that meet the demands which are integral to all of their functions. There is no doubt, however, that the target population for UNA programs is dominated by the elected officers in each local.

As an example, there are four District Meetings a year, in which the focus is on education. Richardson described these as essentially "designer courses," geared to the Local's requests; for example, Persons in Care Act, TQM, MAI, LPN regulations, grievances, Professional Responsibility, Occupational Health & Safety. Locals will often ask for an introduction or update to several of these major issues at one school or workshop.

All workshops are advertised on the Web, and other locals most often join in where the issues are ones they want their members to address. Over 80 workshops are conducted in a typical year by the Education Representative; however, the major education takes place when the participants pass on the information and skills to their fellow members, at their local meetings and elsewhere.

TRAINING FOR ENTRY AND REENTRY INTO THE WORKFORCE: THE UFCW 2000 TRAINING CENTRE

The Mission of the **UFCW 2000 Training Centre**, according to its **Director, Kelly Sinclair**, is to create a "bridge to lifelong learning" for as many Union and non-union members as possible. Programs for "marginalized" and threatened workers are, therefore, geared towards a long-lasting, sustainable system that would involve everybody who wanted access to further education and training.

According to Sinclair, the Centre has been successful in its funding requests because "the message is out there that the UFCW Training Centre gets results" Far from being exclusive or selective, its training and facilitation programs have motivated hundreds of workers to take training. The "bridge" is also provided by agreements with over 700 companies in the Lower Mainland, by which the Centre agrees to provide trained and ready workers; it can do so, because it has developed an infrastructure with high placement and success rates.

In effect, the Centre conducts a "pre-screening" and is able to assure the prospective employer of a "stable worker." As well, funding is now being provided by a Trust Fund created by a "check-off" at some of the biggest companies organized by the UFCW; for example, Safeway, Sav-On Foods, IGA. Money is regularly received from Human Resources Development (HRD). These efforts are supported by such innovations as ***www.ResWeb.com***, a database of resumes from participants, which provides ready access for anyone wishing to enter the job market. It allows prospective employers to look for the type of workers they need simply by checking the Web Site.

The Centre's Mission is typified in the ***RISE (Regional Initiatives Survey for Education) Project,*** which began with the question, " How can we get workers back into education and training?" The first task of the Focus Groups established under this Program was to identify barriers to training. They identified: a) Fear, as many had failed in their initial schooling, and may even have hidden their lack of a High School Matriculation; and b) Time-Management, as shift work and other aspects of work schedules make it difficult to balance work, family and other commitments.

RISE III was founded in conjunction with the Canadian Grocery Producers' Council to promote workplace-based training, so that workers could upgrade themselves and gain transferable skills. It has recently been adapted to the needs of the Aboriginal Community with support from the (now defunct) Canadian Labour Force Development Board, and "Visions," a management consulting group. The Third Level is now funded for the Aboriginal Community.

Discovery to Apprenticeship is a 16-week to 18-week program intended to help clients aged 19-29 appreciate the value of apprenticeship programs and to provide some of the entry-level training and facilitation the clients required. The Program provides employment readiness skills through 4-5 two-week trade training modules, three weeks of work experience, Job Club, and employment counseling. It is funded by Federal and Provincial governments, ITAC, the Aboriginal Community, Community Colleges, and Secondary Wood Products.

In a similar vein, the Centre worked with the Province to develop an apprenticeship program for ***Meat Cutter Training***, in consultation with the Packing House Workers. As well, a "Food Safe" program was developed through the WCB, to provide training in OH&S, WCB, and WHMIS, all considered core courses in most Labour Education programs delivered by unions.

As well, the Centre developed a 23-week ***Professional Cooking Course*** for those who are unemployed and collecting Income Assistance. It consists of eight weeks of Basic Skills, ten weeks of kitchen hands-on, a three-week practicum, and Job Club. Students are given numeracy and literacy upgrading, hands-on experience, labour market information, and personal/group counseling.

The ***Trades Referral Assessment Directed Employment Strategies (T.R.A.D.E.S.)*** is a broad-based program directed at workers who are unemployed and eligible to work in Canada. They are taken through a process to explore existing skills, interests and options, labour market information, employment awareness and training, and job search—all facilitated by the ongoing counseling and direction, an indispensable feature of all Centre activities.[6]

The ***Employment Network*** directs workers who are 45 years of age or older to similar programs in order to facilitate their entry or re-entry into the workforce. As with all Centre programs, it supports this training with personal counseling and assessment towards gainful employment, network strategies, and job search techniques.

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[6] UFCW Local 2000, *Get Connected to T.R.A.D.E.S.*, Brochure

H. WHO DELIVERS LABOUR EDUCATION?

Just as standards and prerequisites have been established for those who attend union courses and other educational events, unions have developed clear expectations and standards for those who are in charge of these learning activities. Again, these involve a mixture of formal and informal requirements, which balance the need for continuity and expertise with the understanding that the organization and mobilization of the rank-and-file requires volunteer membership involvement in education. This requirement has resulted in a whole sub-section of labour education devoted to instructor training, supported by "plain language" instructor manuals and materials. The following is a sample of the approaches taken to the people who are placed in charge of the labour education offered by and for trade unions in Canada.

DEFINED PROCEDURES AND ROLES FOR TRAINERS

In most cases, educational programs are developed with well-defined procedures for organizing and conducting these events. These are conveyed to prospective instructors through training courses to give them the skills, understanding and confidence they require. Finally, these instructors are supported in their roles with a large amount of material, audio-visual aids, and the administrative apparatus of the union or organization.

a) The **I.W.A. Canada Education Policy** is typical of the policy developed for most of Canada's large unions. It defines the following roles and procedures for its educational program, and in the process, dictates who will deliver the programs:[1]

> ***ROLE OF THE EDUCATION DEPARTMENT***
>
> *Develop education strategies and guidelines with the participation and support of local unions.*
>
> *Encourage and assist locals to establish education committees to work with the national education department to assess needs and implement programs.*
>
> *Work with the labour movement to build educational resources that will reflect the current and long term educational needs of I.W.A. members.*
>
> *Provide a resource centre for education initiatives that will enable participants to access and exchange information and materials.*
>
> ***STRATEGIES***
>
> *The locals will negotiate an employer-paid education fund.*
>
> *In partnership with the locals the National will develop new member orientation package.*
>
> *The locals will participate in Canadian Labour Congress schools (i.e. Labour Council week-ends schools, week long schools and conferences), as well as participation in Provincial Federations of Labour schools.*
>
> *National will develop education material for the general membership about the role and structure of the union.*

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[1] *http://www.iwa.ca*

National will create resource materials to help our members better understand international social issues and social democratic unionism.

THE ARGUMENT FOR PEER INSTRUCTORS: WORKERS TEACHING WORKERS

Most unions require their instructors to take part in a number of educational exercises to prepare them for teaching; others require that they have served as a steward for a number of years. Still others place their education in the hands of outsiders, who have earned their faith.

There is little uniformity amongst instructors of union education programs. All that can be said is that, in one way or another, those who teach or attend steward training courses tend to be those who are acknowledged (either by union leadership or the membership) to possess the skills and desire to assist them in achieving their educational and other objectives. This may include "experience in the line-of-fire," "street smarts," "practical wisdom," and "political savvy." Or, this may include a high-level of expertise. The differences among the various ways in which unions conduct their courses exist for reasons that are embedded in the history, structure and aims of the union.

If any single tendency was identified during this Project, it was a clear and unmistakable trend toward peer instruction in labour education. Moreover, in the course of interviews and in the literature, this instructional practice was clearly explained as an essential outgrowth of the tradition of worker teaching worker, which is practiced daily on virtually all of the worksites in the world.

While she is an advocate of grass roots or "organizing model" of education, **Linda Sperling of Capilano College** sees a role in union education for both the expert and the volunteer or peer instructor. According to her, staff should be counted on to provide continuity and expertise, while volunteers or peers, are better suited to a role in organizing and mobilizing their membership. One cannot survive without the other.

Accordingly, while labour education or in-house courses are delivered at Capilano College by faculty, they are guided by a Users' Advisory Committee from the unions involved, and rely on the unionists in attendance for considerable classroom activity. Furthermore, staff at the College are themselves members of the House of Labour in British Columbia.

There appears to have been a "back to the locals" movement in the delivery of labour education during the period from the late 1970s to the early 1990s. This was largely intended to replace staff representatives, who had formerly been delivering courses, with "rank-and-file" instructors, according to Sperling.

Coincidentally (and perhaps by way of explanation), these years are generally recognized as a time of retrenchment in the Canadian labour movement, as unions struggled to adapt to changing circumstances imposed by restructuring of the workplace and work process, globalization, new management techniques and a general attack on collective bargaining led by unfriendly governments. Many of the policy statements have supported a style of education delivered by members rather than paid staff; that is, an emphasis on popular educational techniques including peer tutoring and facilitation.

In Canada, the **United Steelworkers** has been a prime exponent of this peer instructor delivery, as the following statement from its *Program Guide* attests:[2]

> *All US.W.A. courses were designed to be immediately and practically useful to students. To this end each course was developed jointly by the US.WA. Education Department and local union members with knowledge and experience in the specific office or activity covered by the course. The instructors of the courses are also local union members, chosen for their expertise and educational skills.*

The USWA education program is headed by the slogan, ***Steelworker Education = Real Power,*** and almost all instruction is delivered by a cadre of over 100 trained local members, each of whom is equipped to instruct a variety of courses as required by the union. To equip these instructors, the union has designed an instructor training program, in which local activists are invited to participate, with the cost of training, lost time, accommodation (if necessary) and expenses paid from the Education Fund.

Funds for this process are insured through a one per cent allocation of dues that is administered by the National Education Department, which consists of four full-time Staff Representatives, two working out of the National Office in Toronto, one in Montreal and another in Vancouver. With the assistance of trained local instructors, this relatively small staff complement is able to develop, design and deliver educational programs to the membership at large. All course development is done in-house, with a few exceptions such as anti-racism training, stress management, pre-retirement planning, and financial planning, which were developed with the assistance of outside expertise. There are seven basic courses facilitated by Steelworker members. Each of the seven familiarizes participants with the structure of the union as a preface to the more in-depth subject manner. The Steelworkers also offers advanced programs in such areas as arbitration, collective bargaining, pensions, health and safety, leadership development, public speaking, human and women's rights and international solidarity.[3]

The use of member instructors is part of an instructional method that emphasizes participatory, hands-on, activity to reinforce the practical application of course material. USWA members show their fellow members, and encourage them to handle the actual materials in the course. This includes the use of real case studies to illustrate the do's and don'ts of a specific tasks and challenges. All courses are taught in this student-centred manner to encourage students to speak frankly, ask questions and engage in discussions. Students are even encouraged to influence the direction and emphasis of a particular course.

Judi Armstrong, CUPE Education Officer, explained that, at one time, courses in her Union were solely taught by staff representatives. However, the CUPE Education Program was expanded in the early 1980s to incorporate Member Facilitators ("Occasional Facilitators"), with the result that, in Alberta alone, over 20 such members are trained and stand ready to conduct courses as required, which has resulted in vastly expanded capabilities for the Union. These instructors are typically assigned to teach courses in teams of two, and are assisted by the fact that education representatives format the material, and work with them to organize and revamp courses.

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[2] USWA, *Program Guide*

[3] http://www. *uswa.ca*

Involving activists as instructors does much to build the Union and is reinforced by CUPE's policy to hire full-time staff from within its ranks. It meshes with the ***Representative Trainee Program,*** which combines four weeks of classroom time with a component of "mentoring" in the field, which has recently been revamped to include 50 per cent mentoring and 50 per cent formalized studies. There is some element of Paid Educational Leave involved, where the employer pays lost wages and provides facilities, and the union provides materials and facilitators for such areas as conflict resolution, professional development, and OH&S.

Johanne Deschamps (FTQ) directed attention to the following theoretical explanation of *la formation des formateurs et formatrices* program in Quebec:[4]

> *L'aspect tout à fait novateur de notre système, mis en place dès 1976, a été le développement de la formation de formateurs et formatrices comme agents multiplicateurs de la formation des militants et militantes. Cette méthode qui est la clé de voûte de notre système de formation, est aujourd'hui universellement reconnue. L'utilisation de militants et militantes actifs dans leur milieu pour devenir formateurs et formatrices de leurs confrères et consoeurs dans le domaine où ils continuent à oeuvrer a été une véritable réussite. La FTQ s'était vu confier cette responsabilité qui s'accompagnait d'une fonction d'encadrement. Cette responsabilité demeure, bien que certains syndicats tentent aujourd'hui certaines expériences de formation de leurs formateurs et formatrices en adaptant les méthodes de formation de la FTQ.*
>
> *Les filière de formation des formateurs et formatrices se sont multipliées. Ces différentes filières de formation des formateurs et formatrices sont: le délégué syndicale et la déléguée syndicale, le délégué social et la déléguée sociale/relation d'aide, conditions de vie et de travail des femmes, la négociation collective, prendre en main sa retraite, l'information dans mon local, procédures d'assemblée et communication orale et comment s'organiser syndicalement en santé et sécurité.*
>
> *Le perfectionnement des formateurs et formatrices recouvre quant à lui, deux réalités: soit la mise à jour des messages à véhiculer et des enjeux syndicaux à relever (perfectionnement qui est assumé par certains syndicats et Conseils du travail), soit l'apprentissage de nouveaux contenus de cours (perfectionnement qui est assumé par la FTQ).*
>
> *Il faut là aussi redéfinir, pour la formation et le perfectionnement de nos formateurs et formatrices, les responsabilités de chaque instance dans ce domaine et préciser notre approche.*

Mentorship is an important part of the educational process for union activists which is closely related to the underlying theory of peer instructorship; indeed, it is a pillar of both the trade union tradition and working class history. The FTQ supports and advances the development of its *formateurs et formatrices* through a program of *encadrement et l'évaluation* that they describe as follows:[5]

> *Nous avions développé la méthode de l'accompagmement des nouveaux formateurs et nouvelles formatrices par un encadreur (formateur et formatrice d'expérience) qui pouvait superviser et conseiller le travail initial des formateurs et formatrices. Cette pratique a évolué, l'encadrement n'est plus systématique et l'évaluation de formation peut laisser à désirer.*

In order to advance its objective of a long-lasting, sustainable system for everybody who wanted access to further education and training, the **UFCW 2000 Training Centre** developed a system of **Regional Training Coordinators** as part of R.I.S.E. and other programs. Rank-and-file members were recruited from across the Province to become Chairs of Learning Circles. They were all brought into New Westminster for training necessary to organize focus groups that would inform the Union about the training and education needs of its members and other workers in each of the regions across the Province. These individuals later became Regional Coordinators: contact people in each region, who were more focused on education than the average worker, and who were able to establish ties to local education institutions. Train-the-Trainer sessions were also held in partnership with Capilano College, and "Learning Circles" were established with the purpose of bridging workers to further education."

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[4] FTQ, *Réflexion sur la formation syndicale à la FTQ: Telle que soumise par le comité d'"etude at amend"ee par le Bureau de la FTQ*, 1995

[5] *Ibid*

INSTRUCTOR TRAINING AS A FOCUS FOR LABOUR EDUCATION

Direct engagement of course participants in their own education is a key element of trade union education, which is closely related to the shop floor experience of learning. It includes the experience of worker teaching worker, a long-standing tradition by which the union's culture is conveyed from one generation of union activists to the next. This theme appears as an underlying current in most instructor training encountered during this Project.

When asked whether this method was indicative of a "populist" approach to education, virtually all education officers made it clear that their participatory mode of education was always designed and delivered with reference to broader union goals. Today, in almost every union or labour central, education is designated the responsibility of a staff specialist or full-time officer, who is most often extensively qualified to carry out these duties by a combination of formal education and experience. As a matter of fact, these were most often the people interviewed in this Project. Numerous cases were encountered in which the role of the union education officer is not to actually conduct the learning process, but rather to provide the context in which "worker can teach worker."

The result of the two tendencies has been a variety of styles or protocols for the delivery of labour education that form a continuum described by the following examples:

> Unions such as the **United Steelworkers** who insist on education provided primarily by rank-and-file;
>
> Unions such as the **Saskatchewan Government Employees Union**, which deliver courses through an educational officer, with rank-and-file members being given responsibility for facilitating group discussions;
>
> Unions such as the **Canadian Union of Public Employees**, in which "specialists" deliver the majority of courses, with an increasing number of courses being provided by members.
>
> Two other observations may be made here:
>
> There is considerable emphasis on instructor training, for staff and for rank-and-file instructors. This has already been noted in the statement from the United Steelworkers and is evident in most large unions.

Even where "rank-and-file" members deliver courses, they do so under the supervision or direction of "specialists." The **Public Service Alliance of Canada**, for example, has a *Member Instructor Program* which:[6]

> *... consists of training members who are interested in acting as instructors within their locals. ... The trained members are asked to organize educational and training activities within their locals, and set up local education committees. They are sometimes asked to use this experience during union conferences or courses offered by Regional Offices."*

Instructor training is taken seriously right across Canada, according to **David Rice, CLC Pacific Region**. An Instructor Training Course at Harrison, for example, emphasizes training for service. It is supplemented by a Summer Institute for Labour Educators, in which the Global Solidarity Course is used as the basis for instruction, with the objective of finding ways to incorporate the goals of global solidarity into existing programs. CLC Basic Instructor Training centres on a 5-day course that is described in the following terms in its *Instructor Manual.*[7]

The CLC and affiliate education representatives decided in 1978 to make an extra effort to train worker instructors to instruct co-workers at labour council schools, weeklong schools, etc. A basic "train the trainers" course was developed centred on stewards training, the most widely taught course in the labour movement. Instructor Training soon became a basic building block of labour education, a vital part of the overall process in which workers are given the ability, skills and confidence to confront issues, lead and take action. It was argued that in a labour movement so diverse, and a country so geographically huge, the job of instructing workers should fall naturally to those who know workers best—their co-workers.

In keeping with the theme of "participant-centered" education, the course relies heavily on class participation, with class discussions, role-plays, brainstorms and case studies and evaluation amongst the instructional methods employed. Co-instructing is heavily emphasized in planning and preparation and instruction as well, which provides for an ideal and realistic sharing of personal experiences, involvement and practice. The Manual describes the mission of worker instructors as follows:[8]

> *Instructor training is the building block of labour education. Labour education empowers workers. It gives us the skills, self-confidence and leadership needed to make decisions and take action around issues that affect our lives, both within the workplace and in society. For this reason, the labour movement requires instructors rooted in the methodology of "experience-based" adult education techniques to deliver a range of skills and issues courses. In a nutshell, this course attempts to build the skills and confidence of those participants who will contribute to the labour movement as instructors. The course also develops skills which are generic to "building the movement" outside the classroom.*

A CLC Instructor Training Course has evolved over the years, and today provides one of the best examples of a highly-developed, carefully structured approach to the key elements of labour education. It is now divided into nine modules of three hours each. The first couple of sessions deal with the concepts of worker education, techniques, how adults learn, effective communication and problems in the classroom. The latter part of the course emphasizes the practical, in which participants plan, develop and practice in a labour education-type setting. The thoroughness of the this course is illustrated in the following headings:[9]

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[6] PSAC, *Let's Go! Education for Action: Alliance Education Program*, 1993

[7] CLC *Basic Instructor Training—Linking Experience-Based Education to Action—5 Day Program*

[8] *Ibid.*

Introductory Session

To set a good tone for involvement, discussion and sharing information and ideas within the classroom.

To gauge the class participants' levels of experience and their perceptions of labour education and CLC programs.

To demonstrate the idea of an icebreaker and its use, and to build an inventory of icebreakers.

To discuss participants' expectations of the course and why it's important to survey expectations of participants.

Session 1—Labour Education

To assist participants in understanding labour education, its purpose and its link to action.

To establish the need for effective team teaching guidelines.

To establish working team teaching guidelines and effective feedback criteria that participants can adhere to in practice sessions.

Session 2—Steward Training

To learn to prepare and work together as co-instructors.

To provide some controlled practice at instruction techniques.

To review a range of instructional techniques and the advantages and disadvantages of each.

To become familiar with the content of Basic Steward Training.

Session 3—Team Teaching

To learn to prepare and work together as co-instructors.

To provide some controlled practice at instruction techniques.

To review a range of instructional techniques and the advantages and disadvantages of each.

To become familiar with the content of Basic Steward Training.

Session 4—Classroom Dynamics

To recognize and deal with disruptive dynamics in the classroom.

To build principles in dealing with conflict situations.

To introduce participants to current policies within the labour movement, that they will have to deal with the classroom.

Session 5—The Value of Well-Formulated Program Objectives

To illustrate the importance of well formulated objectives to the education process.

To help participants begin to assess appropriate learning objectives for sessions and to translate them into a plan of education/action.

To acquire an understanding of the basic elements involved in the planning process.

To consolidate all information learned to this point and put it into practice.

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[9] *Ibid.*

Session 6

Preparation time for participant role play.

Sessions 7& 8—Classroom Presentations

To give participants practice in providing labour education in a comfortable, constructive and positive atmosphere.

Session 9– Instructor Supports

To discuss the importance of evaluation to the education process and to review methods of evaluation.

To get participants thinking about their roles as instructors and about building personal and professional support networks.

To review the delivery system of CLC educational materials.

Several unions take this focus on rank-and-file instructor training a step further. For example, while the **International Association of Machinists** delivers first-level courses at the regional level, they provide the bulk of the higher-level training at a Training Centre outside the country. Selected stewards and officers take courses such as the following at the Placid Harbor Education & Technology Center:[10]

Leadership I
Advanced Leadership
Basic Editors
Collective Bargaining
Pension
Orientation Skills
Train-the-Trainer
Leadership II
French Leadership I
French Leadership II
French Advanced Leadership
Advanced Collective Bargaining
Arbitration
Comprehensive Training Program
Strategic Planning

TRAINING A CADRE OF WORKER INSTRUCTORS THROUGH PEL

According to **Dave Bleakney, Union Representative, Canadian Union of Postal Workers,** a major boost occurred in CUPW's educational effort when they negotiated a PEL provision with Canada Post. The provision in the collective agreement provides for the deduction of $.03/hr. for the purpose of union education, and has made possible two intensive 4-week program delivered by the Union to groups of about 40 participants twice a year, spread over intervals of time. The prime purpose of this training has been to prepare "Worker Instructors" to carry the CUPW educational effort to the members.

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[10] IAM, Placid Harbour Education & Technology Center; *1998 Calendar for Leadership & Editors' Classes*

Staff members deliver the course to candidates who are active in some way in their locals: as stewards, officers, as well as interested shop floor members. Appropriately enough, the exercise begins with an account of what happens in the workplace and what happens in the community. Bleakney described the progression as follows:

> Week I prepares "worker instructor/facilitators" for work with Local Committees, working on publications, resolutions, etc.; return to focus on labour history, and asks for essay, audio & videotape as a product.
>
> Week II participants focus on "isms" which encapsulate issues faced at work and in the locals: e.g., racism and sexism, prepare for work in the media and the Web
>
> Week III deals with the role and history of the State, and of such developments as Free Trade, or the role of Quebec
>
> Week IV is structured in the form of a mock Convention, where participants work on resolutions, public speaking and other skills that prepare them to accept more role of leadership in locals and in Union.

Worker instructors then leave the course for a period of time, during which they work with seasoned officers to deliver week-long sessions and tool courses in the field, such as the three levels of Steward Courses, or courses devoted to such issues as QWL and NAFTA. Throughout these, they use an "organizing model" in their education, to build a *Culture of Resistance.* That is to say, they organize around grievances and other supposedly "technical" aspects of union activity, for example, "Work Measurement," but instead of "number crunching" they build resistance.

Special care is taken to deliver the courses in such a way as to avoid divisions between the "militants" and others. This is done by relating all instruction to the day-to-day issues in actual workplace experience with power, rather than focusing on a theoretical treatment of political power. Instructors attempt to build a "comfort zone," in which students are encouraged to base their discussion of resistance on their current stage of development, before they are asked to take the next step. The Union uses a concept of "resistance" based upon the views of Mahatma Ghandi; that is, rather than directly challenging the existing power structure, they learn to use the employer's power against it. They also learn to employ their national union newspaper, and regular bulletins to advance their educational and organizing objectives.

b) According to **CAW Education Director, Herman Rosenfeld**, virtually all of the Union's courses are delivered by Peer Instructors whom they designate as CAW Discussion Leaders (CAWDL). They base this practice in the belief that co-workers, with common experiences in the workplace, are in the best position to understand and deliver the program to fellow workers; and their experience over the last number of years has borne out this faith.

I. THE DELIVERY OF LABOUR EDUCATION

The Canadian labour movement has a long tradition of debate and development relating to teaching methods and course delivery. These have been taken seriously, because they are seen to have direct implications for the achievement of course objectives, and by implication, the aims and objectives of the union itself. The result is that many instructors and facilitators are highly trained and aware of the latest principles and development in adult education; indeed, many should be recognized as qualified leaders in the field of adult education itself. Moreover, as we found in this Project, these individuals are capable of providing strong, theoretical explanations to show how their practices are based in their "philosophies" of both unions and union education, as has already been demonstrated in the above Sections of this Report. The following adds a number of observations about some of the major approaches taken to the delivery of labour education by and for Canada's trade unions.

ONTARIO PUBLIC SERVICE EMPLOYEES UNION: PRESERVING THE HISTORICAL TRADITION OF LABOUR EDUCATION

Jim Onyschuk, Education Director, Ontario Public Service Employees Union, is a prime example of a union education officer who is fully versed in the theories and practices of adult education, and is able to relate this knowledge to a background of union history. He has devoted many years of thought and practice ("praxis") to the development of a union education program that lives up to rigorous standards, and serves the host union well.

Onyschuk sees the delivery of labour education today as based on a heritage established by the **Workers' Education Association (WEA)** in Britain, which ran education programs for unions on everything from literacy to union history. According to Onyschuk, the WEA pioneered adult education principles and practices according to which unions set up their programs: talk and ask questions. He summarized the features of the pedagogy that has evolved in this tradition:

> Unions move out of the "didactic" and into "experiential" mode. We start with the question, "what does this mean to you?" and build on responses to reach our course and program objectives. As an example, the 1997 OPSEU strike was a learning situation; defeating the government's agenda and closing down the Legislature was a major learning experience for members of the Union.
>
> We move from "tool" to socio-political aspects of the workers' lives and needs. This involves mobilizing with community and other groups, "building bridges."
>
> We pursue humanistic and natural programs; i.e., members are led to explore where they are in society. In a sense, this is based on Paulo Freire's form of populist education.
>
> Education employed in the context of the "organizing model" of unionism, in which members are involved in all union endeavors (see booklet on Organizing Model) Participants have ownership of all activities and aspects of their union; e.g., grievances are employed as organizing/educating opportunities to mobilize around action.

> We build the union through education, by identifying and recruiting leaders for the Union. We groom them, get them involved in a limited way, right from the start; we do exactly what management does when it "grooms its agents."

In other words, many years of practice and theorizing in labour education has equipped Onyschuk to provide a coherent "theory of labour education," which is based on the view that it employs working people, their tools, their activities, their perspectives, visions to build a class consciousness. PEL must be part of union-building demands; it is crucial because unions cannot finance their own programs through membership fees

THE CAW: A COMMITMENT TO EDUCATION FOR CHANGE

The **Canadian Auto Workers** pursues aims of education that reflect its overriding commitment to the missions and policies it has established as a Union. Its approach to education is based on the view that a union member receives most of her valuable education through "informal" means, and that the purpose of the Education Program is to reinforce and build on the experiences of its member. For this reason, considerable attention is devoted to ensuring that education experiences are "democratic" and that they account for the social and political environment from which members come. This is evident in the following *Statement of Principles: Education*:[1]

> *The trade union movement was born out of the determination to improve the position of workers in our society. Trade union education is, therefore, different from other kinds of education. It is not about developing skills that will improve productivity or about acquiring skills that will lead to better career opportunities. Rather, it is about defending working people and developing the understanding, commitment, and confidence to change and improve the world.*
>
> *Today, many formerly unorganized workers are joining our union, and the new generation of workers in our existing workplaces has no automatic historical ties to the principles of unionism. At the same time, the attacks on unionism are both increasing and more sophisticated. These changes in the workforce and in corporate strategy are intensifying the educational needs of our leadership and membership.*

Membership control and direction is structured through Education Committees, which are established at the local level to guide the work of the national Education Department. They provide the input into the program, based on the educational needs of the Local. They encourage participation in the program, by stimulating discussion and informing the membership of the educational programs that are available within the union (and in the community). Finally, they work with the national education department to implement the programs. Accordingly, the role of the **CAW Education Department** is to:[2]

> *Provide basic education to new members about the structure and role of our union;*
>
> *Ensure that the leadership of the union is adequately trained so it can represent the membership in the workplace, in collective bargaining and in the administration of the union;*
>
> *Create the programs and material to help activists get a handle on what is happening in the world, put it into the context of our history and philosophy and move ahead towards social unionism;*

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[1] CAW, *Statement of Principles*

[2] *http://caw.ca*

> *Develop the educators who can move out into the field to carry out these programs.*

The CAW has succeeded in establishing a leading education centre at Port Elgin on Lake Erie, Ontario that has become a "spiritual centre for the union," and an important pillar of the union tradition for a great number of other unions that use it as a training facility. In every way, this Centre expresses the central aspects of the CAW's approach to education, encapsulated in an adult education facility. As explained in the CAW *Statement of Principles*, the centre at Port Elgin:[3]

> *was built to encourage working people to gather in smaller groups to discuss their problems and debate the major issues of the times. It recognizes the need for top quality childcare for families. It is a cultural centre full of artwork celebrating the lives of ordinary people, past struggles, solidarity with others, and internationalism. It fits into, and is enriched by, the natural environment. It is a place where current strengths will be consolidated, new ideas generated, future activists formed, and where collective pride and confidence can emerge and flourish.*

ATTENTION TO ACCEPTED ELEMENTS OF ADULT EDUCATION

The **British Columbia Government Employees' Union (BCGEU)** provides one of the best examples of a union that has devoted considerable attention to teaching methods, outlining crucial elements directly in the course manuals that it provides to its instructors. The methods prescribed for the BCGEU Diversity Education Course are typical of those employed for Adult Popular Education. The course guide instructs course leaders to pay attention to the following assumptions and principles:[4]

> The student's right to a safe environment—a democratic environment.
>
> The learner comes with personal experience, not as a blank slate.
>
> The learner is motivated to be there.
>
> Learners build upon experiences and share experiences with one another, making issues relevant.
>
> Everyone's experience is to be heard and validated.
>
> Use knowledge that is collectively brought to analyze, strategize and take action.
>
> Participants interact best through case studies, role playing, fish bowl process, evaluation, reflection, and start again.

Elsewhere, the BCGEU provides the *Philosophy and Principles of a Participant-Centred Education Program,* which includes the following directions:[5]

> *Encourage a highly participatory and democratic learning environment through the use of appropriate popular education methods.*
>
> *Allow presentation of core materials to be flexible enough to reflect the concrete experiences and address the issues and needs of the participants.*
>
> *Stress the creation of new knowledge (all participants learn from each other).*

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[3] CAW, *Statement of Principles*

[4] BCGEU, Education Program, *Valuing our Diversity Module*

[5] *Ibid.*

> *Reinforce and support the ongoing nature of education and learning.*
>
> *Lead to collective organization and actions for change.*

In similar fashion, **Johanne Deschamps, Education Director of the Quebec Federation of Labour,** drew attention to the following description of *les méthodes pédagogiques* which she said were widely observed in the labour education programs of FTQ unions:[6]

> *Nous avons mis au point des méthodes pédagogiques de formation interative des participants et participantes qui valorisent la participation: savoir communiquer avec un groupe, le faire cheminer et le motiver à l'action sont les objectifs centraux de la formation des formateurs et formatrices. Notre méthode favorise le développement de l'action à partir de l'expérience, des connaissances et de la confrontation des expériences. Nos méthodes pédagogiques s'appuient sur des outils écrits: manuels, guides de formation, exercices pratiques, etc, et le travail peut se faire en quelques vidéos. L'expérience acquise it les succès obtenus ont été nos meilleurs guides en ce domaine.*

The delivery format described by the **British Columbia Teachers' Federation (BCTF)** for its Federation Leadership Institute on January 9-10, 1998 likewise shows the same concern for popular and adult education methods, as it prescribes the following:[7]

> *Public Schools Under Attack: A combination of lecture, exploration of participants' own experience with various aspects of educational change brought about by globalization, and the discussion and development of ideas for action to address the threats to public education.*
>
> *The President as Educational Leader: A Practical Approach to PD Issues: This course uses large group, small group and individual activities. It includes practical case studies that deal with "live" issues in locals.*
>
> *Media Relations: "Just the Facts, Ma'am": This course uses a multi-media approach, using past film footage of BCTF interviews, discussion, skill-development, preparation time, and video taping for home review.*
>
> *Conflict Resolution II: Case studies that involve understanding of and skills in conflict resolution are used wherever possible. Small groups and role playing are used to analyze cases and practice skills.*
>
> *Case Building II—A Hands On Approach: From Allegation to Arbitration: The approach used in this course is to engage all participants in a plenary/workshop role play of a discipline case from the initial phone call through to an arbitration hearing. Throughout the process there are substantive explanations and discussion of pertinent issues and legislation.*

VIEWS ON THE SIGNIFICANCE OF PARTICIPATORY FORMS OF DELIVERY

During the Project, it was discovered that particular attention is being given in union-provided labour education to participatory forms of adult education delivery, and a wide variety of explanations on the subject were provided by labour educators that were interviewed.

According to **CAW Education Director Herman Rosenfeld**, the whole education program of the Union is based upon the concept of participation, with union members acting as instructor/facilitators and members being asked to take an active part in all of the courses that are offered. This approach to education is rooted in the way CAW operates as a Union, as indicated in their *Statement of Principles*:[8]

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[6] FTQ, *Réflexion sur la formation syndicale à la FTQ: Telle que soumise par le comité d'"etude at amend"ee par le Bureau de la FTQ*, 1995

[7] BCTF, *Federation Leadership Institute*, 1998

> *How Workers Learn: Working people learn from their everyday experiences, from their struggles for dignity and equality, and from their democratic participation in the life of the union at all levels: from local committees to IntraCorporation Councils, to special conferences, to the meetings of the union's parliament, the CAW Council. The role of the education department is to reinforce this informal education and to build on it.*

Varieties of this perspective of learning theory were provided in one way or another by most of the unions canvassed. According to Union Representative Wayne Skrypnyk, for example, instructors for the **United Steelworkers of America's *(USWA Back to the Locals Program)***—*Level 1 Stewards Training* (6 modules), are taught to observe the following methods of teaching and study in their stewards' training:

Be student-centred and not subject-centred.
Deal with whole problems regardless of subject divisions.
Build up the confidence of the students.
Train students systematically in the basic skills and the techniques of study.
Make use of the students' personal experiences.
Work from the known to the unknown.
Allow the fact that different students will learn at different rates.
Work from the concrete to the abstract.
Allow for the fact that there are "plateaus of learning" which, it is to be hoped, are periods of subconscious consolidation.
Allow for the need to "over-learn" (i.e., to revise and reinforce).
Stress especially the "reproduction" of what has been learned.
Make use of all suitable media, tools and techniques.
Allow for the fact that things that are only heard and seen are forgotten sooner than things done.
Always entail a co-operative partnership between tutor and students, with active participation by the whole group.
Use every opportunity for practical work, especially work with clear social value.

According to Skrypnyk, all Steelworkers courses are designed by the Union's National Education Department to be immediately and practically useful to students. To this end, each course is developed jointly with local union members who have the knowledge and experience in the area that is the subject of the course. It follows that most instructors are then local union members, who have been chosen for their expertise and educational skills. The practical aspect of all the courses is intended to produce an ever-larger cadre of trained activists, to reduce the amount of time and energy stewards and officers spend performing their duties and functions.

The participatory, "hands-on" manner in which the courses are taught is necessary to reinforce their practical nature. Students are first shown, and then asked to work with the material that the courses are presenting and training them to use. Case studies of actual situations are used extensively to enhance their understanding of the do's" and "don'ts of a specific task. They also add a flavor of excitement and engagement to the course instruction.

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[8] CAW, *Statement of Principles*

In all courses, students are encouraged to speak frankly, ask questions and participate in discussions, Skrypnyk explained. This is assisted by the highly informal way that courses are taught, and every effort is made to ensure that it is always the students who determine the direction and emphasis of a course.

All courses are designed in such a way as to accentuate and reinforce union principles, said Skryphyk. For example, courses in management methods and tactics with labour are considered an important part of a student's education, as it allows them to understand why organized labour takes the approach it does at the bargaining table and on the shop floor. Knowledge of management's methods and tactics enables the student to see through propaganda and minimize conflict. It also reinforces the need for workers to have an agenda separate from that of their employer.

Students are being trained for union service, and this regard, are encouraged to perform their duties in such a way as to serve the technical needs of their fellow members and union organizations. They are also trained and motivated to spread the message about the union and its various programs among their brothers and sisters, the purpose being to recruit new students and increase the number of activists in the union. This explains the emphasis on communications that is evident throughout the Steelworker education program.

Such an approach to education obviously implies a certain role for the instructor or facilitator, and several unions have gone to great lengths to explain exactly how a course or educational event might be led to gain the maximum participation from the students. The **Canadian Labour Congress (CLC)** illustrates this approach to adult education in the notes on delivery methods it provides in conjunction with its **Course on Arbitration**:[9]

> *This course affords maximum participation by individuals, with an emphasis placed on learning by doing. Students engage in actual exercises in advocacy, and because of this, the course is designed for 24 participants, an even number. The course is intended to be given by two instructors, whose role it is to assist participants by a process of demonstration and critique, as well as to communicate information. The instructors provide positive, helpful hints to the participants during the exercises, emphasizing that making mistakes is part of the learning process. Role-playing is used in workshops to give participants the opportunity to function as employer advocate as well as union advocate. On several occasions, resource personnel are required to assist by chairing a mock arbitration, and to act as guest speaker during the final day's discussion of the arbitration process.*

Extensive *Instructor Manuals* are produced for each CLC course, and each one contains a very useful preamble on adult education principles and methods, which reinforces the perspectives explained by so many union education officers during this Project. These are summarized in the table on the following page.[10]

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[9] Canadian Labour Congress—Educational Services *Course on Arbitration: Instructor Manual*

[10] Canadian Labour Congress—Educational Services *The Answer is Organize!* "An Introduction to the Manual"

Prerequisites of Workers' Education Methods	
Students Learn Best When:	**And so, Labour Educators Should:**
1. They want to learn, are highly motivated and have clear objectives.	Discuss students' interests and objectives and the aims of labour education during the recruitment process and early sessions.
2. They know their instructors are sympathetic to their objectives.	Get to know the students personally and learn about their work and lives.
3. They are treated as adults and equals.	Create a friendly and informal atmosphere from the start: engage in cheerful greetings; arrange chairs in a semi-circle, etc.; continue to treat learning as a partnership.
4. They see that the subject matter and the methods are relevant to their lives.	Plan carefully all examples, illustrations and exercises so as to make them relevant to the students' existing knowledge.
5. They can use their experience and existing knowledge in the learning process.	Arrange frequent discussions, especially when moving on to abstract or remote topics.
6. They find that new information and concepts are presented in logical order and step by step.	Plan carefully any information-giving sessions, making use of visual aids and taking advantage of breaks for questions and explanations.
7. They are encouraged to ask questions and argue freely.	Remember that an instructor's general skill in asking questions and analyzing the answers is of greater value to the students than filling them with a mass of information they can get elsewhere.
8. They are active and doing things with a conscious purpose.	Make definite and careful use of direct practice, role playing or simulation exercises.
9. They can practice as they learn, and there is repetition and revision.	Use exercises, questions and quizzes, which should never be competitive.
10. They get a feeling of success and progress.	Develop the self-confidence of the students by creating a feeling of cooperative group partnership.

ATTENTION TO THE DEVELOPMENT OF TRAINING MATERIALS

As already well-illustrated above, an important requirement for a system of adult education that depends on the rank-and-file for its delivery is the production of manuals, teaching guides and other educational materials to assist, inspire, and provide resources for the instructors. In this regard, the **Confédération des syndicats nationaux (CSN)** has produced a most impressive and integrated series of workbooks entitled *Cahiers de formation pour les militantes et les militants des syndicats*. This kit provide background resources to its facilitators (*formateurs et* *formatrices*) in leading their fellow members through training sessions which track the progress of a union activist. It consists of the following components:[11]

> ***Bienvenue à l'éxécutif du syndicat!***
>
> *Par où commencer quand on arrive à l'éxécutif de son syndicat? Comment functionne un syndicat? Vous trouverez tout ce qu'il faut pour vous initier dans le cahier 1 intitulé. Nos droits de tous les jours Quelle est la portée d'un grief, le rôle du syndicat? Comment préparer les recontres avec l'employeur? Ces données essentielles à qui veut militer sont rassemblées dans le cahier 3 intitulé.*
>
> ***A quoi sert ma cotisation syndicale?***
>
> *Comment gérer l'argent des membres? À quoi servent les per capita versés à la CSN et quel est le fonctionnement de la confédération? Le cahier 2 intitulé À quoi sert ma cotisation syndicale? Contient beaucoup d'informations pour aider à la préparation d'un budget dans un syndicat CSN.*
>
> ***Délégué-e, ca c'est pour moi!***
>
> *Qu'est-ce qu'une ou un délégué syndical et quel est son rôle dans l'animation de la vie syndicale? Celles et ceux qui veulent s'impliquer dans leur syndicat doivent lire le cahier 4 intitulé Délégué-e, ca c'est pour moi!*
>
> ***Négocier tout un contrat collectif!***
>
> *Une négociation, ca se prépare. Quels en sont les enjeux? Quelles en sont les étapes? Comment bien s'y préparer collectivement? Vous trouverez tout ce qu'il faut savoir avant de négocier dans le cahier 5 intitulé Négocier, tout un contrat...collectif!*
>
> ***Militer à la CSN***
>
> *Sébastien, le p'tit nouveau, commence à militer dans sons syndicat. Découvrez avec lui une CSN débordante d'idées, vibrante de solidarité. Une histoire inédite à lire dans le cahier 7 intitulé Militer à la CSN.*
>
> ***Nous nous mobilisons!***
>
> *Comment faire une analyse stratégique? Quels sont les facteurs menant à une bonne mobilisation? Toutes les informations et bien d'autres dans le cahier 6 intitulé Nous nous mobilisons!*
>
> ***Le syndicalisme, une grande ecole.***
>
> *Qu'est-ce que la CSN offre aux militantes et militants désireux de comprendre pleinement ce mouvement progressiste et de s'y engager? Tous les programs de formation disponibles à la CSN dans le cahier 8 intitulé Le syndicalisme, une grande école.*

Labour education offered by the union movement is becoming increasingly sophisticated in its use of audio-visual aides. These are proving to be especially useful for situations where potential participants cannot take advantage of organized courses, or where courses have been modularized and made available for delivery by rank-and-file or staff who may not normally conduct courses.

A good example is **"Local 101," a Four-Part Video Project** that is currently being produced by the Canadian Labour Congress. The completed project will consist of a series of short video tapes about basic union activities, which together with written materials, are intended for use in a formal instructional setting as well as for individual resource. The Project will begin with the following four tapes:

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[11] CSN, *Cahiers de formation: Pour les militantes et les militants des syndicats*, 1997

Building through effective communication
Building through the grievance procedure
Building through collective bargaining
Building through active stewards

The series will be targeted to unionists who are just assuming leading roles in their unions, as well as to more experienced people who are facing changes in their unions. As such, it will focus on central themes in union practice: e.g., building the local, organizing, educating, communication, inclusion, innovation, and building a social movement. According to **Don Bouzek, Ground Zero Productions, who served as Production Director**, each tape uses the convention of a fictional composite local, with actors portraying local officers providing realistic scenarios depicting union life. "Strategies for dealing with these dramatized scenarios would then be offered through interview segments with people at the same organizational level as the target audience." The project proposal describes the objectives of the series as follows:[12]

> *The focus of the series will not only be on offering practical skills in key areas of labour life, but also on placing these actions in a broader perspective. For example, one tape might connect the basic process of handling a grievance to a strategy for building locals. The steps in a grievance are also an opportunity for contact with the members, allowing internal organizing through educating those involved about what the union does to support their rights in the workplace. That same grievance might also underline a health and safety concern that affects the whole community, and suggest ways that organized labour can build links to its social partners outside the workplace.*

DELIVERY METHODS THAT AVOID REPLICATING THE PROBLEM OF WORK

In their interviews, Wierzbicki and Carrozino explained that the **Metro Labour Education Centre in Toronto** (**MLEC**) has achieved success in their courses and other educational offerings because their program is so clearly worker and labour-centred. In such a program, life experience is considered invaluable, and forms the basis of any course delivery. MLEC bases its program on the premise that 80-90 per cent of the participants likely have no post-secondary educational background, and must therefore be treated as people who are not familiar with the delivery styles of the formal institutions.

In particular, labour educators must avoid replicating the dominant features of the workplace and the larger society that subordinate and exploit workers. The "Taylorism" workers meet in the workplace reflects a top-down delivery method that is evident in too many formal classroom experiences; it presupposes that the instructor (mirroring the role of the workplace manager) possesses the knowledge that the student lacks. While it is possible to impart some basic skills and technical knowledge in such a delivery format, it fails to advance the larger union objectives of empowerment.

For this reason, participants in MLEC courses are approached through discussion, and asked to connect material to their own lives. At all times, for example, instructors try to limit any lectures or comments to about 20 minutes, and leave the rest to the participants. They learn from each other, from each other's experiences; any written materials that are provided use clear language principles. Reading is only part of the process at appropriate "access" points. As well, a wide variety of audio-visual aides are used: e.g., videotapes and audiotapes. In many cases, students help to produce these.

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[12] CLC, "*Local 101*" A 4-Part Joint Video Project Proposal, 1999

ATTENTION TO PROBLEMS FACED IN THE PERFORMANCE OF UNION DUTIES

The **Ontario Public Service Employees Union** provides a wide range of courses that are intended to prepare the activist for the concrete problems and challenges they will encounter in the performance of their duties. The following guidelines are therefore provided for delivery methods that will achieve the aims of the "Empowerment" courses in OPSEU's **Local Education Program**:[13]

EMPOWERING LOCAL UNIONS

Toward Your First Collective Agreement: Participants are provided with an overview of legislation which affects them in their workplace.

Phase 2—The Local Executive Committee as Problem-Solver: The OPSEU Local Executive Committee as Problem-Solver course has the group apply the process to a real problem facing the local as a skill-building exercise.

Phase 2—Newsletters: The OPSEU Newsletter module achieves its objectives by discussing a local newsletter budget, recruiting an editor, and most importantly recruiting and keeping volunteers.

Phase 2—One-On-One Communication: One-On-One achieves its objectives by examining how preconceived ideas can control communication, how body language affects communication and how face-to-face conversation can change the direction of communication.

Phase 3—Creating Your Action Plan: Creating Your Action Plan achieves its objectives by having participants end the session with a specific action plan to help guide the future work of their local.

Campaigns and Lobbying Courses

Campaigning to Win: Campaigning to Win achieves its objectives by discussing lobbying and building coalitions as strategies for a winning campaign. Concepts used in OPSEU's internal organizing courses are woven throughout the discussion. In the final module of this course, members have an opportunity to develop a campaign strategy around a workplace issue, and present the strategy to a fictitious general membership meeting.

Community Organizing: Participants discuss how union members can participate in and support issues within their own communities. Communication skills are enhanced by drafting and designing a leaflet. Members discuss and practice how to facilitate a community-driven campaign.

RELATING EDUCATION DELIVERY TO UNION PHILOSOPHY

Labour educators in several of the unions canvassed in the course of this Project demonstrated that they were proceeding from well-developed theoretical bases (or "union philosophies") and complete theories of adult education, upon which they rely to provide guidelines to their instructors. The **Public Service Alliance of Canada** provides one of the clearest statements relating delivery method to objectives in its description of methods to be used in the ***Alliance Education Program***.[14]

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[13] OPSEU, *Educate, Agitate, Organize: No Justice, No Peace, OPSEU Education Catalogue*, 1996

> *This program is based on the principles of Adult Education, using a collective approach to the life experience and working experience of the participants, and emphasizing the relationship between acquiring knowledge and putting it into practice. The five principles of adult education are:*
>
> > *Knowledge is found within the group;*
> > *It is easier to learn when motivated;*
> > *It is easier to learn when one can work on concrete solutions to concrete problems;*
> > *The success of a training activity depends on everyone's participation.*
> > *The educational program of the Alliance is premised on the understanding that knowledge is not an individual attribute or achievement; rather it is found within the group. It is the steward, local officer and other activist who brings to the group the knowledge and experience that it requires to achieve its union goals.*

Based on the premise that it is easier to learn when motivated through methods that respect the worker/student, the Alliance Program attempts to bring together unionists who share a common a vision and a willingness to work together. Their reasons to learn are based in their common concrete experiences and problems, and recognition of this promotes their learning experience. Working on concrete solutions to concrete problems means that the Alliance education program stresses methods and techniques of learning that focus on immediate application of course material: e.g., it will use simulations of meetings or conventions and role playing to illustrate the relationship between the union and the employer. It will also use workshops and practical work like writing grievances or drafting resolutions to teach participants. The success of the training activity rests not only on the seasoned instructors, generally the Alliance staff members, but also on the result of the participants' efforts.

The following methodology, which is prescribed for the ***Steward Advanced Training Program (SATP),*** is typical of the approach encountered throughout the Project. It prescribes a method in which:

> *Participants practice recruiting new members, investigating problems and presenting grievances. As well the course also deals with the problem of keeping members informed and interested in the union.*

MODULARIZATION OF EDUCATIONAL OFFERINGS

It became patently clear during the course of the Project, that the aims and objectives of labour education programs offered by and for Canada's trade unions are broad and ambitious. In most cases, these aspirations and goals appeared to call for educational programs that were far beyond the time and resources available to deliver them. This was even more the case wherever the union considered it a prime objectives of its education program to "undo the products of mainstream education." For this reason, unions and labour centrals have experimented with a wide range of formats and methods to provide education in the most efficient and relevant manner possible.

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[14] PSAC, *Let's Go! Education for Change: Alliance Education Program*, 1985

a) Faced with the broad range of educational requirements described in Section E, Unions have been forced to experiment with delivery formats that allow them to satisfy as many of these objectives as possible. The **British Columbia Government Employees Union** is one of many unions which satisfies its educational requirements, in part, by offering an increasing number of **Education Modules,** which can be taught separately or can be combined with other modules, as time permits. The nature of these is illustrated in the two following modules, each of which is scheduled for 1.5—2 hours.[15]

Assertive Communication In the Workplace—Part I

Objective:

To identify basic principles of Assertive Behavior.

Curriculum Content:

Definition of Assertive Behavior; Clues to Passive, Assertive, and Aggressive Behavior; Stressful Life Events and how they affect Assertive Behavior; Assertiveness Action Plan.

Assertive Communication In the Workplace—Part II

Objective:

To review and apply basic principles of Assertive Behavior.

Curriculum Content:

Definition of Assertive Behavior; Investigation of Grievances at Step One (inappropriate and appropriate responses), Case Scenarios (6 to choose from) and role-playing to practice assertive responses.

Let's Work Together! Effective Workplace Communication with Persons with Disabilities

Objectives:

To develop awareness of sensitivity required in communicating with people with disabilities; through this awareness to improve communication and advocacy skills.

Curriculum Content:

Common Assumptions About People with Disabilities, Barriers to Effective Communication, Union Advocacy on the Worksite—what can union activists do to improve communication (use of Video, "Person to Person," small group discussions and handouts).

EVALUATION/VALIDATION OF MEMBER LEARNING EXPERIENCE

As explained in Part F, the measurement or validation of learning experiences is directly related in trade union programs to actual union activities that occur after or even during the course or educational event.

This concept of measurement or validation through activity was particularly well-explained by staff at the **Metro Labour Education Centre (MLEC).** As one example, students in their labour history course are asked to produce a 500-word essay—precisely the kind of activity that would be marked and graded in a formal education setting. In this case, however, there is no such evaluation, and certainly no "criterion-based assessment." Participants either graduate or withdraw; post-course validation is provided when graduates take an active part in their labour organizations or communities.

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[15] BCGEU Course Manuals: *Assertive Communication In the Workplace, Parts I-II; Let's Work Together! Effective Workplace Communication with Persons with Disabilities*

Many MLEC graduates are not only provided with training in particular subject areas; at the same time, they are provided instructor training, as one of the objectives of the Centre is to turn out activists, who must also be prepared to educate their fellow workers.

Herman Rosenfeld, CAW Education Director, agrees that the labour education must be delivered is such a way that addresses the immediate needs and practical work of trade unions. That is to say, trade union education must be related to action, with participants being given the opportunity to take what they already know and have experienced, and to re-evaluate it through group activity, in terms of certain key concepts. The best adult education occurs whey they are given the opportunity to work through their own problems.

The whole method of delivery is affected by the concept of a "collective mode," in which education is intended for service and collective action. This coincides with widely-accepted adult education principles which dictate that participants must be "engaged" in their activities for meaningful education to take place.

These principles can be easily identified in the ***CAW's PEL Program***. Amongst other things, the 4-week residential courses allow in-depth training for union activists around five themes: workplace, union, economics, politics, and social identity. The first week is experiential, and centres on the production of a videotape. In the second week, students are encourage to analyze subjects they isolated in the first week. The third week is devoted to strategic planning as participants are assigned to projects dealing with international solidarity, local union histories, and community projects. In the fourth week, they make presentations backed with resolutions, based on research. Through these, they analyze their workplace and process, the nature of conflicting management/employee goals, and management processes.

The CAW has taken the position that PEL may be funded by employer contributions, but that it is not "joint" in any other sense, because employers and unions have different agendas. Training is only "joint" on certain narrowly defined occasions; e.g., anti-harassment, or specific occupational health & safety topics—and even on those occasions, the courses are union-oriented.

The high degree of membership involvement extends to the revision of the CAW education program. It has recently been revamped, according to Rosenfeld, and the final draft was rewritten through consultation with the whole union, and written by a working group of elected leadership on tour.

INVOLVEMENT OF THE FAMILY IN UNION EDUCATION

Family education is a relatively new concept in labour education, although it reflects a most important element in the historical formation of the trade union movement. These programs are designed for members and their spouses and children, and provide a forum for the discussion of issues such as balancing family and union demands and planning for retirement. In the Family Program sponsored by the United Steelworkers' of America, the children's portion of the program is designed for 10 to 15-year-olds, and gives them an insight into what a union is and why their mother or father is involved. Special programs are designed for other family members, with separate events for the parents. The three-day program has family leisure time built into it as well.

CAW's PEL Program is also complemented by a highly successful residential Family Education Program that runs for two weeks in the summer at the Port Elgin Centre. Where families are accepted for one of the three programs offered annually, the CAW member usually gives up a commensurate amount of vacation time, and the Union covers the rest of the costs. Interesting aspects have been built into this program over the 25 years that it has been offered: e.g., a component of the program is designed specifically to allow teenage family members to participate in programs and activities that interest them and to draw them into discussions about social unionism.

LITERATURE, READINGS & AUDIO-VISUAL AIDES

Leaflets, pamphlets, posters and booklets form a major component of union history and culture in Canada. Print media typically accompanies virtually everything that a Union does, and unions, labour centrals and other organizations publish a wide selection of materials for use in conjunction with their educational activities, as well as for the continuing use of the students after they leave the course.

As explained by interviewees at the **Confédération des syndicats nationaux (CSN)**, the 'information service' of a union produces materials for a wide range of both internal and external purposes:[16]

> *Le Service de l'information conseille l'ensemble du mouvement sur les orientations, les stratégies et les moyens en matière d'information interne et externe. Sur le plan interne, son mandat premier est d'assurer la production des publications de la CSN, don't la revue Nouvelles CSN, la production de documents audio-visuels s'il y a lieu, ainsi que la préparation de campagnes d'information, selon les besoins du mouvement. Le Service de l'information est également appelé à répondre aux demandes d'appui des syndicats durant la négociation des conventions collectives, ou encore, à l'occasion de conflit, grève ou lock-out. Il fournit également une aide technique aux autres services de la CSN. Sur le plan externe, il joue un rôle conseil sur le développement des relations avec les médias. Dans ce cadre, il diffuse dans les médias les positions de la centrale sur différentes questions qu'il est nécessaire de rendre publiques; il assure également le suivi par les médias des événements organisés par la CSN et d'autres organismes du mouvement. De même, quand cela est nécessaire, il voit au suivi des négociations collectives dans les médias. Il coordonne également les campagnes de publicité payée.*
>
> *Le Service de la formation est chargé d'élaborer les politiques en matière de formation pour le mouvement, de coordonner toutes les activités confedérales de formation et d'assurer la formation spécifique en prévision de certains événements. Il travaille en collaboration avec les organismes du mouvement pour la mise sur pied des sessions de formation. Le Service de la formation prépare le contenu des sessions de formation, élabore les calendriers, assure la formation des formatrices et formateurs, prépare tous les documents de formation. Il voit à la mise à jour des contenus des sessions du mouvement. Il a la responsabilité de s'assurer que les orientations de la CSN soient comprises et puissent s'appliquer dans l'action quotidienne. Il aide les membres des comités exécutifs locaux à mieux exercer leurs tâches syndicales e à développer une vie syndicale démocratique. La CSN, mouvement et organisation*

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[16] CSN, Déclaration des Principes

A selection of the wide range of materials that the CSN produces for these purposes was provided during the interview with their staff. They included the following (*Note*: A more complete listing of materials collected from the CSN and other trade union bodies is available in the Table attached to this Report):

CSN: Cinq Temps D'un Mouvement: Une collection de cinq films qui racontent d'histoire d'un long combat pour la justice sociale

Code for Rules of Order - 1996-1999 edition

La Formation Syndicale: Repertoire des Cours

L'article 45 du Code du Travail: La carte maitresse des employeurs pour se debarrasser des syndicats

Elections Dans Nos Syndicats: Une Place a Prendre l'avenir avec les Femmes

Non au Harcelement Sexuel

Cahiers de formation: Pour les militantes et les militants des syndicats

Those who enroll in courses and educational events typically receive a kit and a handbook: e.g., **Steward Manuals** or **Table Officers' Handbooks**. These are supplemented with periodical publications intended to further advance their training and to keep stewards, officers and activists abreast of developments. Most unions intend that education and learning be an on-going activity for these lay representatives.

By way of illustration, the publication, *La formation syndicale à la FTQ—Program d'éducation 1997-98*, lists some of the documents and videos that are available at the ***Service de l'éducation de la FTQ***:[17]

Guide de luttes syndicales "Pour gagner, il faut s'organiser"

Les relations interculturelles et l'action syndicale: document de réflexion et outil d'animation

"La formation en emploi: ca se négocie!," guide syndical pour l'implantation de la formation en emploi

Guide syndical "L'enquête sur les besoins de formation"

Brochures liées au dossier de l'intégration des personnes handicapées:

Définitions

Les lois

Les mythes

Accèss à l'égalité et conventions collectives

Brochure "Les étapes de mise en place d'un project de formation de base"

Dossiers de jurisprudence produits dans le cadre du séminaire sur l'arbitrage

Dossiers de jurisprudence produits dans le cadre du séminaire pour les plaideurs et plaideures à la CSST

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[17] FTQ, *La formation syndicale à la FTQ—Program d'éducation 1997-98*

Document "Conjoncture et tendances économique publié à chaque année par le comité conjoint UQAM-CSN-FTQ

"Des hommes et des femmes pour des hommes et des femmes," vidéo sur la toxicomanie

"Ce n'est qu'un mai de tête," vidéo sur la santé mentale

"Jamais trop tard," vidéo sur l'alphabétisan

"Non, plus jamais la violence," vidéo sur la violence

"Comprendre l'épuisement professionnel," vidéo sur des extraits d'une conférence du docteur Serge Marquis

During the interview, Dave Bleakney provided the following selection of materials from the vast array produced by the Canadian Union of Postal Workers:

National Constitution—Revised 1996

Agreement Between Canada Post and CUPW

Security in a Changing World

Solutions and Progress

Decades of Change/Decades of Struggle

CUPW Perspective—V.24, #1 July-Aug. 1996, V.25, #1,2, & 4 1997

A Union Guide to Parental Rights

A Union Guide for Admail Workers

What Does the Mulroney Trade Deal Mean for Postal Workers?

Your Service: Will Prices Go Up and Quality Down?

Your Mail is Being Opened to Private Business: Stop the Tories' Postal Cut Backs

Memory and Muscle: the Postal Strike of 1965 (Video)

Judith McKinnon, of the law firm **Sack Goldblatt**, Toronto, was particularly adamant that the type of reading and materials that trade union activists are provided in order to stay on top of their jobs is typically of the highest quality, and easily comparable to the level of reading or comprehension that would be required of materials supplied in regular college or university courses. The law firm for which McKinnon works produces an impressive array of literature that provides access to some of matters referred to in the instruction those lawyers provide for the labour movement. (See Part F and Table in Appendix)

A library of course readings and literature has been collected as a part of this Project, including literature and material produced in every conceivable medium: e.g., a full range of print materials plus CDs, videotapes, audiotapes, posters, pins and pictures, and calendars. As one example, the following are amongst the course materials provided for the **Intensive Basic Leadership Program** offered to leading union members of the Union at the **CAW Family Education Centre in Port Elgin** as part of the union's Paid Educational Leave initiative:

Ontario Labour Relations Board Rules of Procedure;

Bill 7: Facts and Figures, by Judith McCormack, Sack Goldblatt Mitchell;

ICCHRLA Special Report—One Step Forward, Three Steps Back—Human Rights in Colombia Under the Samper Government, October 1997;

A Life Threatening Activity" Trade Unionism Under Attack in Colombia: Report of the Canadian Trade Union Delegation to Colombia.

A wide range of handbooks and manuals was collected, which illustrate the important role they play in union affairs. The health & safety manual produced by the **Alberta Federation of Labour**, for example, *The Struggle for a Safe and Healthy Workplace: A Handbook for Health & Safety Activists*, is fairly typical of the type of readily accessible material that unions have produced for ongoing reference by their active members. It includes the following sections:

Section I - The Workplace Health & Safety Activist
Section II—Taking Health & Safety to Your Employer
Section III—The Role of Government
Section IV—Networking for Health & Safety
Section V—How to Get What We Want
Section VI—Three Priority Areas
Section VII—Resources for the Workplace Activist
Section VIII—Glossary of Terms

Over the years, the trade union movement has produced a large number of **Instructor and Participants Manuals** to accompany their courses and educational events. In particular, the **Canadian Labour Congress' Educational Services** has produced an impressive library of these guides, *The Answer is Organize!* Instructor Manual has already been mentioned in Part C of this Report. The following Section titles from its Table of Contents illustrates the format of these manuals:

Introduction to the Manual
Organization of the Manual
Note to the Instructor/Organizer
Course Objectives
Preparation at the Beginning of the Course
Administrative Details
Checklist
Instructor Techniques and Aids—Some Reminders
Daily Schedule
Sunday Night Introductory Session

The Canadian Labour Congress supplements its educational events with a wide range of additional print materials, only a small sample of which are summarized in the following list acquired during the interviews:

CLC Toolbox for Global Solidarity-
Exercises, Issue Sheets, Tools for Learning, Resource Tools

Cross-Country Communication
The Price is Right: Consumer Challenge
Popular Theatre
International Worker Exchange: Common Concerns & Interesting Differences
The Whole Earth: Working for a Sustainable Future
Road Map to Global Solidarity
Building Global Solidarity
Media Bingo
Around the World with General Motors
What a Tangled Web We Weave
A World in Jeopardy
Echinachea: A Structural Adjustment Case Study
Building Awareness, Building Commitment
CLC Basic Instructor Training Participant Manual
A Catalogue of Canadian Trade Union Education Manuals & Handbooks

J. THE COMMUNICATIONS, ENERGY & PAPERWORKERS' UNION OF CANADA: A CASE STUDY

> *Believing that all persons have a natural right to the full enjoyment of the wealth created by their labour and believing that such cannot be fully realized except through the united, free and democratic organization of working men and women, we do hereby unite ourselves to create the Communications, Energy and Paperworkers Union of Canada, which shall operate as an independent and autonomous labour union.*
>
> *It shall be the object of the Union to establish and maintain collective bargaining for the benefit of the workers which are in its jurisdiction and to conduct a never-ceasing effort to secure just compensation for the workers, reasonable hours of work and working conditions conducive to safety, good health, and full enjoyment of life.*
>
> *It shall be the further object of the Union to secure legislation safeguarding and promoting economic security and the social welfare of all workers, and to remain vigilant in the interest of preserving and extending civil rights and liberties within a free and democratic society.*[1]

This *Preamble* to the *Constitution of the Communications, Energy and Paperworkers Union of Canada* provides an initial insight into the purpose and nature of one of Canada's great unions. It contemplates an overall program devoted to social and political transformation, which is reflected in virtually everything the Union does, and most notably for this Project, in its labour education. The policy direction expressed in the Preamble is seen in all of the courses, conferences and other formal events. It is seen perhaps most clearly in the objectives of the many campaigns and actions undertaken by the Union, which together with the courses and schools, constitute a powerful form of popular education that has always been a mainstay of the education of the working class.

BACKGROUND

The history of the **Communications Energy and Paperworkers' Union of Canada (CEP)** provides an insight into their approach to labour education. The CEP was formed out of a merger of three large unions, each of which had a differing structure, membership and approach to trade unionism. Perhaps the only features that the **Communication Workers of Canada (CWC)**, the **Energy & Chemical Workers Union (ECWU)**, and the **Paperworkers' Union of Canada (PUC)** had in common was that they were all independent Canadian unions, the majority of whose membership were engaged in capital intensive, high technology, blue-collar industries.

The aims and objectives of the new union are derived from both the *Merger Agreement* and the *Constitution* of the new Union. Education played a major role in this merger, as each union came in with its own unique history and tradition, requiring a major educational effort to bring them all together. The direct relevance for educational aims and objectives can be seen in the following excerpts from the *Final Merger Report, October 19, 1992* which express the hopes and aspirations of the founding members:

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[1] CEP, *Preamble to the Constitution of the Communications, Energy and Paperworkers Union of Canada*

> *The CEP will represent all that is strong and positive from each of our organizations. It will be one of the largest, most progressive, professional and effective unions in the Canadian labour movement. In our view, that is reason enough to vote in favor of merger. There are many other reasons why a merger makes sense. Economic, technological, environmental and political change in Canada and around the globe have impacted on all of our unions and our members. These changes are ongoing and the likelihood of maintaining our individual status quos is very slim indeed.*
>
> *We cannot stand still or revert back to a bygone, perhaps less complicated and less demanding era. Accepting this merger proposal, in point of fact, is a declaration by our Unions and our leadership that together we intend to forge ahead across the spectrum of union activity:*
>
> *Health and Safety*
> *Organizing*
> *Pensions*
> *Employment and Equity*
> *Economic Research*
> *Negotiations Training*
> *Union Education*
> *Social Justice*
> *Lobbying & PR*
> *Environment*
> *Wages & Benefits*
>
> *And the list goes on. In fact, it continues to expand as our members' needs grow in the face of technological and workplace stresses and changes. Meeting those needs requires expertise, effort and financial resources from the Union on a scale unheard of not so long ago.*
>
> *Finally, we may belong to different unions today, but we are essentially the same people, using similar skills, knowledge, technology, and philosophies in our jobs and in our unions. Our goals are identical—the betterment of our members' standard of living and working conditions as well as equitable sharing of the social and economic resources of the nation. We are convinced that creating the CEP is the most effective way to ensure that we can achieve those goals.*[2]

Other unions have joined the CEP since the initial merger, with the **National Association of Broadcast Employees and Technicians** (**NABET**) and the **Southern Ontario Newspaper Guild** (**SONG**) forming the basis for an even more diversified union. At the time of the interviews, the CEP had over 50,000 members in about 740 locals, including about 1000 bargaining units in all.

Decision-making at all levels of organization and all activities of the union are conducted in a democratic manner that is unknown to the administration of most corporations, post-secondary educational institutions, and other "mainstream" organizations in our Canadian society. Locals are organized into 4 Regions across Canada; the Western, Ontario, Quebec, and Atlantic Regions, with each Region administered by an elected Vice-President and Administrative Vice-

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[2] CEP, *Final Merger Report*—Issued October 19, 1992

Presidents, as well as four Rank and File Members. These officers join a Vice-President for Organizing and a Vice-President for Media on the CEP National Executive Board, which is presided over by a National President and three National Vice-President, one of whom serves as Treasurer, the other as Secretary, and the third of whom has responsibilities for Quebec.

Each Local is governed by a Local Executive, composed of a President, Vice-President, Local Secretary and Financial Officer (Treasurer). As well, members are active on a wide variety of Local, Regional and National Committees, established to attend such areas as Health & Safety, Women's Issues, Bargaining and Pensions, as well as to community, welfare and social affairs. Stewards make up the bedrock of the activist core of the Union, the first line of defense, education, and involvement for most union members, and for labour relations with the employer.

The objectives or "mission" of the new Union are provided in the *Constitution* as follows:[3]

> ***Article 2 Objects***
>
> *2.01 The objects of the Communications, Energy and Paperworkers Union of Canada shall be:*
>
> *2.01.02 To improve wages, hours of work, employment security and other conditions of employment through collective bargaining.*
>
> *2.01.03 To strive for equality regardless of race, creed, color, age, marital status, family status, ancestry, place of origin, ethnic origin, citizenship, language, religious beliefs, sex, sexual orientation, disability, records of offence or political affiliation.*
>
> *2.01.04 To assist in advancing the social, economic and general welfare of working people through political, educational, civic and other activities.*
>
> *2.01.05 To safeguard, protect and extend freedom, civil liberties, democracy and democratic trade unionism.*
>
> *2.01.06 To engage in political activities to secure beneficial legislation and obtain the defeat and repeal of harmful legislation.*
>
> *2.01.07 to aid and co-operate with other trade unions and other organizations whose purposes are in accord with the purposes of the union, and to affiliate with organizations which meet our goals and to participate in such organizations.*[4]

Sources of information:

Preliminary information on the educational activities of the CEP was provided in the Survey, which was returned by **Bob Hatfield, Director of Organization**, together with materials and additional comments. In addition, interviews were held with seven individuals who were performing key roles related to labour education in both the CEP National Office in Ottawa as well as the Western Regional Office in Vancouver, British Columbia:

Robert Hatfield, Director of Organization, National Office
Andre LeTarte, Education Officer, National Office
Robert Kohler, Occupational Health & Safety Officer, National Office

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[3] CEP, *Constitution*

[4] CEP, *Shaping Our Future: Constitution of the Communications, Energy and Paperworkers Union of Canada*, 1998

Julie White, Campaigns, National Office
Keith Neuman, Research, National Office
Fred Smith, Communications, Western Region
Dave Shaub, Education Coordinator, Western Region
Dave Coles, Union Representative/Organizer, Western Region

In addition, a selection of program, course guides and related materials were collected from the Union during the interviews and other visits paid to their offices across Canada. This included: a full range of basic documentation on the Union, such as Constitution, New Member Orientation kits, merger documents, promotional material, and Collective Bargaining Agreements; literature related to specific functions of the Union, such as manuals for Joint Health and Safety Committees, Safety Programs, Safety Systems, etc.; Instructor and Student Manuals for each of the courses offered by the Union; and even draft documents and courses.

OBJECTIVES OF THE CEP NATIONAL EDUCATION PROGRAM

CEP's educational program is developed and coordinated at the national level, but is delivered by CEP officers and staff at the Regional and even the Local level. Each Region sets its own calendar, with its own staff coordinator who responds to local needs, as well as participating in the delivery of courses. As a consequence, most of the courses and other educational activities within the CEP, while delivered locally and regionally, are governed by course guides and teaching materials provided by the National Office. Some 3000 CEP members are estimated to take part in the national education program each year.

According to **National Education Officer Andre LeTarte**, the purpose of the National Education Office is to initiate, provide support, to review and to ensure quality and consistency of educational programs. Regions, areas, and locals are given a great deal of latitude to plan and deliver their own educational programs to meet the needs of their members, and this has kept the Union program relevant and responsive to emerging situations.

The overall Program is overseen by a **National Education Committee**, which meets to review performance, recommend changes in direction, and engage in a special planning process every two years. The Program is delivered on a Regional basis, as each of the Five CEP Regions sets its own calendar with its own Vice-President and Educational Coordinator (established Constitutionally in *S. 10.06 and 10.07*). According to LeTarte, this process ensures that the "philosophy" of the program will always remain fresh, and that it will be reflected in activity on the workplace.

The objects contemplated in the Preamble to the CEP Constitution (see above) were reinforced for this Project by all CEP interviewees. According to **Dave Shaub, Coordinator for the Western Region**, for example, education is integrated into everything that the CEP does for its members, whether bargaining, taking job action, or pursuing grievances. The objective is to ensure competence and consistency with respect to all aspects of policy and practice by leaders and active members at all levels in the Union. The strength of the Union—its ability to "deliver," said Shaub—is based on the collective strength of an educated membership.

The **CEP National Education Program** provides the following objectives linking its educational program to the broad aims of the Union:[5]

To improve conditions at the workplace
To provide members with a common approach on all issues: grievances, finances, etc.
To communicate union philosophy
To better organize the unorganized
To educate local officers in all sectors and all regions
To train local leaders
To ensure union democracy
To create an attractive union for potential new members
To give a consistent message
To defend members' rights
To help members stand up to employers

LeTarte reinforced Shaub's views in the process of providing an in-depth account of the ways in which his Union integrates education into everything it does. Not only does the Union provide training for the specific functions it asks its members to undertake; it also uses an approach to these activities that is educational in itself. In other words, much of the education undertaken by the CEP is "informal," not part of any course or organized educational experience. LeTarte named the following functions as specifically requiring an educational component; that is, they require an educated membership and are educational in themselves:

Negotiations
Enforcing/policing the collective agreement
Communications/Public relations
Organizing: internal and external
Occupational health & safety
Advocacy; Speaking out for working people and the work they do, for workers' issues and political rights, and for the lives of ordinary people.

He pointed out that the *Education Program* brochure explicitly states that it is to meet the specific needs of its members "by providing activists and local leaders with knowledge and skills that they can use in the workplace. Through courses that cover everything from basic skills to the philosophy of unions, CEP strives to ensure that its membership will learn why we need unions and how unions can become more effective."

Fred Wilson, Communications Director, Western Region, argued that much of the education which effectively takes place in CEP actually falls under the heading of "popular education." He used union meetings as examples of the process; i.e., they are educational, he said, inasmuch as members listen to speakers, read correspondence and literature and engage in debate; they encounter a world-view that is alternative to the dominant one encountered in the news.

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[5] CEP, *Education Program*, 1997

Similarly, said Wilson, there is an educational content implicit in the day-to-day operation of a union; e.g., when members file grievances, they learn about Industrial Relations. However, these activities will not be necessarily educational in themselves; the technical aspect must be put into a context, which implies an educational effort. In this respect, even the Union structure is educational (or "tell-tale"); if the Union is departmentalized; that is, if each of its functions are put into "silos," it is possible to see how day-to-day needs could be attended to without an overarching educational content. If there is no uniting "world-view," then education is taking place in "technical silos," which explains why hierarchical union systems are rooted in the dominant political economic structure of society.

Different forms of union action can also be rated in terms of their educational effectiveness, said Wilson. Activities that concentrate on a paper format are least effective, whereas the most effective ones are those that he termed "people in action"; for example, confronting the employer or political authorities, or walking on the picket line. Activists educate each other in particular, when they assess their experiences, their struggles, and reach a consensus or understanding on the meaning of their experience. Whether a union provides an "educational context" for its activities reflects on the style of leadership; i.e., does it provide a framework, a contextual world-view that changes its members as they go through the union experience?

This issue of leadership also goes to the question, "What is a union?" said Wilson. Is it an economic formation or a political movement? If the leadership view is that of an economic organization, then those who participate in the union's activities find little reason to develop a consistent world-view. Ideally, union activity—and in particular its educational program—should centre on an analysis of what happens in the "labour market exchange"; that is, when workers sells their labour power, it is sold at a price before they enter an employment relationship; it is then up to the employer to translate it into productive activity. Workers and unions that base their activity on this fundamental understanding proceed from a position of enormous power.

For this reason, CEP's educational efforts, research, and communications activities all tend to coalesce around issues or campaigns, which give a "working" or practical dimension to all of the learning that takes place. In this way, it is possible to plot a progression amongst educational efforts that begins with "tool kit" education, moves on to elements of union history, philosophy etc, and finally, leading to trade union education that centres on a critical analysis and understanding of principles, values, goals and experiences.

DELIVERY OF THE CEP PROGRAM

As explained above, CEP courses and educational activities are designed centrally, but delivered by staff and offices in the Regions. Those delivering the program are instructed in all of their work, to avoid conducting their educational activities from a top-down presentation style as much as possible, according to **Education Officer, André LeTarte**. They are provided with instructor training, and continuing encouragement and direction to approach the subject matter in the courses by combining the following three activities:

> Discussing the theoretical aspects of the subject matter, which the group does together. At most, the instructor should provide only a very brief presentation to introduce the material;

Conducting exercises by groups of participants, to give them "hands-on" experience with the practical application of the material, and to build their ability to work together as a team; and

Engaging in role play, which provides both a further learning experience as well as a way of ascertaining whether or not participants have actually incorporated and understand the material that has been presented in a particular unit or section; in other words, a validation of the learning that has taken place.

Furthermore, in contrast to the practice described for some of the other unions, CEP course participants are asked to sign their names wherever they complete evaluation forms, says LeTarte. A variety of other methods of evaluation are used as well; for example, in **Leadership Courses**, instead of conducting a formal evaluation, participants are asked to answer the question, *"What are you going to try to achieve now?"* Their answers are then read back to the class, and are later sent to them as "minutes" of their learning experience. In this way, the expectation is reinforced that courses are to be connected directly to the members' union activities.

In this spirit, all CEP interviewees agreed that education must be integrated as much as possible with other activities in and around the workplace. One of the venues most favoured for this type of integration is the worksite meeting, in which a short course is presented that may last between 1-3 hours. These would target selected groups of workers, and be focused on certain issues. Not only is the material immediately relevant to the members attending the function; the Union is able to benefit from membership input, and to respond immediately to the needs of the members.

Educational staff and materials provided by the CEP ensure that all who deliver courses pay close attention to the defined objectives for a course, as they are all provided with detailed descriptions of the objectives and the delivery methods that are to be used in achieving them. The following are examples of direction that is given:

> *Steward 1:* The Steward 1 course achieves its objectives by helping new stewards develop the skills and confidence they need to represent their fellow members. New stewards learn how to represent members in the workplace by gaining a better understanding of the collective agreement. They are then shown how to handle grievances - from meeting with aggrieved members, filling out investigative forms, and following through to present the union's case to management. New stewards review employer practices, are taught how to recognize employer practices that promote divisions among workers, and are shown ways to build unity in the workplace.
>
> *Steward 2:* Stewards taking this course learn a great deal from the experience of other participants, as well as from the course leaders. Using case scenarios, stewards learn through role playing how to move from the first step in the grievance process through to the last step before arbitration. In addition, through short scenarios, stewards learn how to develop skills to deal with members and to counsel members outside of grievance situations.
>
> *Local Officer 1:* In the Local Officer 1 course, the new executive member learns through the exchange of ideas and experiences with other participants. Through team exercises, new executive members share ideas and experiences on leadership and how to differentiate between autocracy and democracy.
>
> *Local Officer 2:* In Local Officer 2, the experienced local executive members teach each other. Through discussion, they learn how to solve problems facing the union through collective bargaining, political action and sound planning.

Basic Collective Bargaining: Simulated bargaining sessions, and a full day of role playing on how to negotiate, allows the participants to practice what they have learned.

Financial Officer: Exercises and sample calculations make the learning material easy to understand.

Union Judo: Union Judo uses karate tactics to show participants how to represent members in direct confrontation, and judo tactics to use management's momentum to bring them to your level.

THE CEP NATIONAL EDUCATION PROGRAM: COURSES

According to **Bob Hatfield**, the **CEP**'s ***National Education Program*** is relatively new, having been developed only after the Union merger took place in 1992. It was developed through consultation with staff, as well as with regional and local leadership across Canada, mindful of the fact that many of the Locals wished to sponsor and deliver their own courses. LeTarte confirmed that the National Program endeavours to provide as much room for regional and occupational diversity as possible, while maintaining a level of consistency and quality that is required to ensure that union activists can carry out their responsibilities competently. As a part of this effort, CEP ensures that courses are available in both English and French; in fact, both LeTarte and Hatfield are fluent in both languages.

The following is a list of courses and events that were part of the **CEP**'s ***National Education Program*** at the time the interviews were conducted:

Steward 1:
Introduction for New Stewards.

Steward 2:
Experienced Stewards—Builds on Knowledge & Skills Learned in Steward I.

Local Officer 1:
Basic Knowledge & Skills for Elected Local Leaders.

Local Officer 2:
Experienced Local Officers—Builds on Knowledge & Skills in Local Officer I.

Basic Collective Bargaining:
Negotiating Committee Members—Introduction to Negotiations Process and Bargaining Skills

Financial Officer:
Treasurers, Financial Secretaries, Secretary-Treasurers and Trustees—Covers All Aspects of Local's Finances

Union Judo:
Union Leaders & Activists from Locals Facing Workplace Reorganization—Shares Experiences & Changes Taking Place, Analyses Forces Driving Changes

Other Courses:
Public Speaking, Facing Management, Health & Safety, Rules of Order, Fighting Harassment, Our Rights as Unionists, My Union, Strike Preparation

CEP STEWARD TRAINING

The ***CEP Steward Program*** was reconstructed in 1992, following the merger of the three founding unions. The process was directed by a working group of education officers from each region, who were familiar with the problems, situations and needs of members in each area and within each of the originating unions, working under the direction of a central office staff person. It was determined at that time that the Program would be delivered in both English and French.

LeTarte confirmed that, since 1992, Steward Training has been treated as one of the basic components of the CEP Educational Program. It is an "entry level," he said, into a training schedule that leads to learning experiences in other areas of union activity and leadership. It is absolutely vital to the operation of CEP, as the Union depends heavily for its operation and growth on strong, well-trained "worksite representatives" or local leadership. He pointed out the following policy statement in the *Steward Manual*, in which the importance of their function is underlined, emphasizing that it would be impossible to achieve any of the *Objects of the Union* were it not for the stewards. He pointed to the following excerpt:[6]

> *Unions are only as strong as their stewards. Stewards are the crucial link between grassroots members and union leadership, often taking charge while they defend, inform, and counsel members. At CEP, we strongly believe that union training contributes to developing knowledge as well as self-confidence in our activists.*
>
> *Most workers assess their union on the basis of the performance of their shop stewards. When stewards are fair and efficient, members feel that the union is fair and efficient. Likewise, if stewards express enthusiasm for projects, members will take interest as well. When they succeed in making sure the collective agreement is upheld, members respect them. In the minds of members, stewards are their voice within the union structure and represent the union itself. The steward must, among other duties, protect the rights of the workers, see to the implementation of the collective agreement, strengthen union positions and win the support of members.*

As is the case with all of the courses and organized learning activities that are developed at the CEP National Office, the steward trainer is given a set of Instructor Notes and a Course manual. Content descriptions for following courses were taken from the manuals.

The ***Steward 1 Course*** is designed for new stewards, elected within the last couple of years, and without much previous steward training. It is intended to provide them with an introduction to the union's history and structure, as well as an understanding of the various aspects of the stewards role within the union. Course Content is listed as follows:

> *Session 1: Course Overview, Role of the Steward, Know the Union, Union History.*
>
> *Session 2: Know the Union, Steward in the Local, National Union Role, Defending the Members.*
>
> *Session 3: Defending the Members, Grievance Procedure, How to Investigate & File a Grievance.*
>
> *Session 4: Practice Investigating/Writing a Grievance, Communications.*
>
> *Session 5: Grievance Presentations; Build Unity*
>
> *Session 6: Challenges Facing the Union*
>
> *Heading Home—the Steward in Action.*

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[6] CEP, *Steward Manual*, 1997

The ***Steward 2 Course*** is aimed at stewards who have received some basic steward training or have been active for several years. It builds on the knowledge and skills learned in Steward 1, by introducing the steward to some additional aspects of the job, devoting considerable attention to the handling of grievances, where stewards learn how to follow cases through all the stages, including arbitration. Another distinctive objective of the second level course is to provide stewards with knowledge of the type of issues and changes that currently face members in the workplace and how they can best respond to them as union activists.

CEP LEADERSHIP TRAINING

Leadership training is provided as second-tier training in the **CEP**'s ***National Education Program***. It is often combined with local officer training, as much of the content is related to providing leadership at the local level. In both the Leadership I and II courses, instead of a formal evaluation, participants are asked the question, "What are you going to try to achieve now?" They are then read back to the class, and later sent to the participants as "minutes." The following descriptions are provided for the courses:

> ***Local Officer 1:***
>
> *Objectives: The Local Officer 1 course covers the basic knowledge and skills that elected local leaders need. By the end of the course, the new executive member will know what each executive member is supposed to do, and how to work together collectively and effectively to ensure that the union local runs smoothly. This course shows new executive members how to plan and chair meetings, how to motivate members, and how to avoid stress and burn-out.*
>
> *Methods: In the Local Officer 1 course, the new executive member learns through the exchange of ideas and experiences with other participants. Through team exercises, new executive members share ideas and experiences on leadership and how to differentiate between autocracy and democracy.*
>
> *Target Students: Local Officer 1 is aimed at new local executive members, committee chairs and experienced stewards, or other members who will likely become executive members in the near future.*
>
> ***Local Officer 2***
>
> *Objectives: Local Officer 2 builds on knowledge and skills learned in Local Officer I Experienced local executive members learn how to motivate members, how to improve attendance at meetings, and how to set up committees. In addition, they learn how to run executive meetings, membership meetings, and conventions. And they learn how to solve current problems facing the union through collective bargaining, political action and sound planning.*
>
> *Methods: In Local Officer 2, the experienced local executive members teach each other. Through discussion, they learn how to solve problems facing the union through collective bargaining, political action and sound planning.*
>
> Target Students*: Local Officer 2 is aimed at executive members with at least a couple of year's experience, who have attended other union training such as Local Officer 1.*

The training provided in these courses is broad, reflecting the expectation that the Union Leader must know and be skilled in all aspects of the union's operation. For example, the *Local Officer 2 Course Leaders' Notes* lists the following content for the course:

Session 1—Role of the Executive, Problems & Solutions

Session 2—Recruitment, Committees

Session 3—Union Structure, Decision Making

Session 4—Introduction to Convention, Resolutions, Convention Simulation

Session 5—Collective Bargaining, Membership Meeting

Session 6—Planning, Evaluation

Local Officer 2—Participant Manual

Unions and union officers exercise extensive fiduciary responsibilities, in addition to their role as local organizers and educators, and for this reason, the ***Financial Officer Training*** that is provided by the CEP is fairly detailed and rigorous. The course manual lists the following:

> *Objectives: The financial officer course covers all aspects of the local's finances by examining the roles and responsibilities of local financial officers. The course shows participants how to keep the books, how to authorize expenses, how to work with money, how to deal with cash transactions, how to handle cheques, and how to do the banking. Financial officers learn how to budget and to prepare reports. Trustees learn how to conduct quarterly audits. In addition, participants learn how to calculate the dues, how to maintain a membership list, and how to operate a roster.*
>
> *Methods: Exercises and sample calculations make the learning material easy to understand.*
>
> *Target Students: The financial officer course is for Treasurers, Financial Secretaries, Secretary-Treasurers and Trustees. This course is intended for anyone responsible for any aspect of the local's finances.*

OCCUPATIONAL HEALTH & SAFETY TRAINING

National Health & Safety Officer, Brian Kohler, made it clear that the CEP and its members regard occupational health & safety as one of the central functions of their Union. Leadership and expertise is provided by the National Office, and Kohler also acts as spokesperson on important issues affecting the membership. He also represents the CEP on the **CLC Occupational Health & Safety Committee**, as well as on other important national committees and projects, including international work.

As Kohler explained, OH&S is a field in which information and expertise is especially needed at the level of the local or worksite. In order to meet this demand, a complete training program is provided for all CEP members who are active in some aspect of the Program. This can be seen in the example of the course provided for ***the Joint Health and Safety Committees, Safety Programs, Safety Systems*** which lists the following subject matter areas:

Introduction

Worker Empowerment

Why Have Joint Health & Safety Committees?

The Role of the JHSC

A Winning Strategy

Leadership

Due Diligence
Decision Making Practices
Consensus Decision Making
Achieving Results
Accidents, Programs and Systems
Safety Programs
Systems Definition
Accident/Incident Investigation
Systems in Regulations
Saving Ourselves
Conclusion

New programs and courses are constantly being designed by the CEP National Office in response to membership needs, and emerging situations in the workplace. At the time of the interview, Kohler had just completed a course in **Ergonomics**, for which he had listed the following objectives:

> *By the end of the session, the participants will be able to:*
>
> *Understand how occupational injuries and accidents are the result of workplace design;*
>
> *Define "ergonomics";*
>
> *Apply basic ergonomic principles to the solution of workplace and job design problems;*
>
> *Develop a strategy for the implementation of change in the workplace; and*
>
> *Discuss recent attempts to develop ergonomic standards in Canada and the United States, and the applicability of those standards.*

Training for Collective Bargaining

According to LeTarte, collective bargaining is the major function and purpose of any Union. While the principles underlying the CEP's approach to the bargaining process are general, relating to all aspects of the Union's operation, and are communicated in a variety of settings, the process itself has a highly technical component, which requires a considerable amount of education for all who engage in it: negotiators, bargaining committees, and stewards.

Like other aspects of the CEP program, training for collective bargaining is graduated into Basic and Advanced levels. The ***Basic Collective Bargaining Course*** is described as follows:

> *Objectives: Basic Collective Bargaining introduces the negotiations process and aims to develop basic bargaining skills. The course demonstrates how legislation, political institutions, and economic circumstances influence collective bargaining. It provides an introduction to basic costing and the dynamics of bargaining.*
>
> *Methods: Simulated bargaining sessions, and a full day of role playing on how to negotiate, allows the participants to practice what they have learned.*
>
> *Target Students: Basic Collective Bargaining is for negotiating committee members who have been elected to represent their members in an upcoming round of negotiations.*
>
> *Content:*

Day 1 Session 1

Introduction through Interview

Course Objectives
What is Collective Bargaining?
Factors Affecting Negotiations
Why Political Involvement

Day 1 Session 2

Introduction of "It's Not a Game" (video part 1)
What Makes a Good Committee
Why We Communicate
Perceived Membership Demands
The Size of the Negotiating Committee & Negotiations

Day 2 Session 1

"It's Not a Game" (video part 2)
Bargaining Information
Introduction to Basic Costing
Bargaining Dynamics

Day 2 Session 2

Drafting of Contract Clauses
"It's Not a Game" (video part 3)
Simulated Bargaining

Day 3 Session 1

Simulated Bargaining

Day 3 Session 2

Simulated Bargaining
Contacting the Membership
"It's Not a Game" (video part 4)
Evaluations and Certificates

OTHER COURSES & CONFERENCES

According to Bob Hatfield, the ***Union Judo Course*** developed by **D'Arcy Martin** is typical of the type of courses that have been developed by unions to assist their officers, stewards, and active members in dealing with the power relationship implicit in the employment relationship. While unions have done much to balance the relationship in the workplace, the employer retains much of the power, especially as it concerns day-to-day relationships with the members. As such, there was a need for a course that teaches members, and particularly union activists, how to regard and deal with this political fact. The following description was provided for the course:

> *Objectives: Union Judo is a 3 day course that shows participants how to represent members in direct confrontation and how to use management's momentum to bring them to your level. Participants learn how to increase union involvement in decisions, maintain the union's identity among the members and build an independent capacity to address new issues and management initiatives as they arise.*

Methods: Union Judo uses karate tactics to show participants how to represent members in direct confrontation, and judo tactics to use management's momentum to bring them to your level.

Target Students: Union Judo is for union leaders and activists from locals facing workplace reorganization, such as downsizing, team concept, TQM, etc.

LeTarte provided information on two other types of educational events that form an important component of the CEP educational calendar: conferences and worksite meetings. Conferences address specific objectives within CEP's educational program and are organized on both a Regional and National basis. A Regional Conference, for example, will typically combine a Business Portion with up to two days of educational sessions directed at current issues or challenges facing the Union. Where registration permits, these conferences will be divided into Workshop or Class sessions, with time for Plenary activities.

> ***Bargaining Conferences*** *are structured to allow for overall Union priorities to be established and national strategies to be discussed. Working Sessions are established and background literature produced for each Section; e.g., the Energy & Chemical Section.*
>
> ***Worksite Meetings*** *are typically of 1-3 hours in length, and focus on specific subjects and issues facing the members at that location. According to LeTarte, these events are important, as they allow the Union to take information and training to the membership at large, and provide an opportunity for members to raise issues and questions.*

THE CEP HEALTH SAFETY & INDUSTRIAL RELATIONS TRAINING FUND

In 1998, the CEP's ***Health, Safety and Industrial Relations Training Fund (HSIRTF)*** celebrated its tenth anniversary, just as the interviews for our Labour Education Project were taking place. Initiated in 1988 out of the Energy Sector National Bargaining process, the HSIRTF provides a source of funds that has enabled the CEP to sponsor leading-edge educational programs for over 5000 CEP members who have attended one of its courses, seminars and national conferences.

The national conferences organized by HSIRTF are intended to provide a joint labour-management forum to deal with emerging issues, and as such, are highly educational in themselves. In fact, as claimed in the HSIRTF *Brochure*, "no other program exists in North America that provides this type of educational opportunity to both bargaining unit members and employers."

This initiative contains a number of interdependent elements. Meetings and seminars organized under the Fund, for example, benefit from the Health and Safety newsletter *The Guardian/LePhare,* which is intended to provide timely information on health and safety matters. However, the fundamental purpose underlying the Fund goes much deeper; it is "futuristic," created to help participants deal more effectively with labour relations and to develop views on potential developments in the workplace and the larger society.

To this end, the fund has enabled the Union to develop programs that address a variety of workplace related topics. This includes seminars on such topics as ***Understanding Pensions and Retirement Planning***, which provide an understanding of the way they operate, how they are funded and the importance of planning retirement. Similarly, workshops are held on ***Joint***

Worksite Health and Safety Committees, which target excellence in committee operation and a better understanding of the roles and relationships of committee members. Courses have been held on such topics as *Safety Systems, Ergonomics* and *Adapting to Shiftwork*, and a series of seminars were organized that deal with the area of *Stress Management, Time Management* and *Survival Strategies* in a high stress environment.

Learning events under the Fund encourage joint employer-local union activities to deal with a wide range of issues confronting specific locals and their employers. As a result, programs have dealt with such diverse topics as *Relationship Building, Problem Solving, Consensus Decision Making* and other issues that come under the heading of "***Our Changing Workplace***."

National Conferences sponsored by the Fund have addressed issues and themes of importance to participating locals and employers, focusing on such topics as economics and competitiveness; globalization and trade; the environment; union's role in the future of Canadian workplaces; and joint workplace approaches to health, safety and environmental issues. Delegates at these conferences have identified educational needs through search groups and open sessions, which have been incorporated in the programs. By way of illustration, the 1998 HSIRTF brochure listed the following in its *Calendar of Events:*

> *Safety Systems and Safety Programs (Pilot)*
> *Stress, Time and Success*
> *Understanding Pensions*
> *Joint Health and Safety Committees (Petro-Canada Gas Plants)*
> *Consensus Decision Making*
> *Joint Anti-Harassment Committees*
> *Understanding Pensions*
> *Joint Health and Safety Committees (Union Gas locals)*
> *Joint Health and Safety Committees (Union Gas locals)*
> *Joint Health and Safety Committees (Two sessions, two-day duration)*
> *Joint Health and Safety Committees (Local 1997)*
> *Understanding Pensions*
> *Understanding Pensions (Fall 1998)*
> *Understanding Pensions (Fall 1998)*

Another source of funding for CEP educational programs has been the **CEP Humanity Fund**, which was established to build solidarity with workers in other parts of the world. Most of the funding from the $.01/hr. levy goes directly to such projects as a vocational school in Peru, or a housing project for workers in Nicaragua. In addition, funds are allocated to such domestic programs as battered women shelters, and National Anti-Poverty Organization.

In addition to the direct assistance it provides to those in need, the Fund provides the basis for solidarity education amongst CEP members, who use the literature and personal encounters it engenders to learn about the issues and problems confronting workers in Canada and around the world.

THE ROLE OF POPULAR EDUCATION IN CEP PROGRAMS

All CEP interviewees emphasized the importance of member interaction and activity as an important source of education in their own right, as well as providing a basis for union education. These day-to-day activities are the stuff of "popular education," the traditional methods whereby working-class consciousness is developed and reproduced (as discussed in Section One, re: E.P. Thompson).

This outlook is reflected in the delivery style of CEP educational programs. According to LeTarte, every attempt is made to stay away from "presentations" or other "top-down" educational styles. Conversely, every attempt is made to convey the message through other media and activity.

CEP meetings, conventions and job actions carry considerable educational content, as members listen to speakers, consider resolutions, engage in debate, and confront their employer and the political authorities, they change their world-views from those that they received in their childhoods to one that is consistent with activity in a trade union, says Fred Wilson. They learn about such complex and far-away matters as: the Davos Conference, that the Federal Government is contemplating to their system of medical care or job training, political policies of international groups and employer organizations, and history of the trade union movement—all through the "popular" means whereby working people have learned through the centuries.

In the same way, filing grievances and going on strike, and other day-to-day practices of unionism, when properly structured within an "organizing" approach, can teach union members more about Industrial Relations, political reality, and the class nature of society than could any formal classroom experience. In fact, they can create "working class intellectuals." A purely technical approach to these same activities, on the other hand, can result in very little learning about these same matters. According to Wilson, the Union structure is a tell-tale sign as to whether or not it promotes this type of learning. One of the first signs is whether or not it is strictly "compartmentalized" into bureaucratic functions, as these do not correspond to the organic reality of the worker's life.

THE EDUCATIONAL NATURE OF CEP CAMPAIGNS

Julie White, Keith Neumann and Fred Wilson all provided information on the educational impact of the ***CEP—Stop Messing With Our Social Programs*** campaign that was launched in 1997 and which were in progress at the time of the interviews. The Medicare part of this overall campaign became known as ***The CEP Ambulance Tour***. As with the others, this campaign and the one designed to meet attacks on Canada's Unemployment Insurance system, used "action research" as a means of promoting activism around social programs—primarily an educational effort. To pay for this effort, a $3.00 levy was imposed on each CEP member, which in itself served to promote discussion of this area of union activity.

The Campaign was launched after the 1995 Federal Budget introduced a single cash transfer to the Provinces for health care, post-secondary education and social services that would reduce federal funding by $7 billion. It was felt that these cuts, when added to the previous reductions, would threaten the viability of the whole Medicare system. A survey of several CEP locals on Unemployment Insurance and Medicare revealed that CEP members would support a response, and through a variety of colorful activities, the CEP Ambulance Tour alerted CEP members and the public in all provinces that there was a Medicare emergency in Canada.

In this campaign, five ambulances toured British Columbia, the Prairies, Ontario, Quebec, and the Maritimes before finally arriving in Ottawa with a strong message for the Liberal government. In advance of the CEP ambulance's arrival at each centre, CEP members received literature inviting them to participate in the Tour to contribute to the success of a major project that would hopefully capture the hearts and minds of CEP members and the other people in their communities.

The message repeated during the tour was clear: *"Don't mess with Medicare: no privatization, no user fees and no delisting of health services."* Accompanying this message were demands that the federal government must reconsider funding cuts to the provinces for Medicare and begin to protect national standards instead.

All locals were asked to participate, even if it meant only distributing a CEP Ambulance Tour bumper sticker and *Health Care Booklet* to their members to promote awareness on the issue of Medicare and adopting a resolution in support of the Ambulance Tour's political goals. Members were also asked to endorse these goals by signing cards contained in a *Health Care Booklet* published by the CEP. As well, the Ambulance Tour asked members to provide and collect personal endorsements for the lobby that would take place when the Tour reached Ottawa. Finally, the Tour collected personal photographs for a final media event. People were asked to write their name and address on the back of their photograph under the CEP Ambulance Tour Slogan: "*Med-I-CARE, the Liberals don't!*" More than five thousand members and supporters provided their photograph, which were installed in front of Prime Minister's Office to put a face on the popular will to protect Medicare.

The net effect of this Campaign was not only to induce the Federal Government to change its policy. It provided, at the same time, a most effective form of education to thousands of CEP members, and other Canadians in such areas as political action, federal policy, and organizational strategy.

JOINT UNION MANAGEMENT PROGRAM FOR EMPLOYEE SKILLS DEVELOPMENT (JUMP)

The Communications, Energy & Paperworkers Union was a driving force behind one of the most ambitious joint worker training projects in the history of British Columbia's forestry industry. The ***Joint Union Management Program for Employee Skills Development (JUMP)*** was initiated after the BC Government created the Forest Renewal BC Program in conjunction with the major forestry companies for the purpose of bringing sustainability to the industry.

According to **Western Region Communications Director Fred Wilson**, JUMP was conceived, designed and brokered by his Union, in anticipation of the transitions which would affect CEP members as the industry changed. The Project would make approximately $36 million available for training purposes over four years, with the following aims:

> Protect and enhance employment opportunities for individuals and the workforce as a whole.

Contribute to the productivity of the industry and secure additional value-added processing and employment in the pulp and paper industry by investing in the workforce.

Promote cooperation in joint human resource planning.

The JUMP Program was overseen by a joint provincial steering committee established under the Forestry Renewal Corporation. Specific programs were developed through ***Local Joint Training Committees (LJTC's).*** According to one of its latest reports, the JUMP provincial steering committee was overseeing several initiatives at different stages of development during the time of the interviews. These included:

A Learning Capacities Project designed to find out how people learn both in a formal sense and in an informal sense. Results will aid the development of future course content and delivery mechanisms to better suit workers.

A "wants questionnaire, developed by the Gold River LJTC, which is now available to committee that wants to "kick start" their training initiatives or to get new workers involved.

Learning and Education Assisted by Peers (LEAP), which has two groups formally committed to become part of the pilot program and several local joint training committees negotiating with their local management and union before committing.

The Forestry Dogwood Project which involves a partnership between the BC Open Learning Agency and JUMP to develop courses that will allow workers to get their grade 12 while learning about subjects relevant to the industry. A portion of this initiative is dedicated to Prior Learning Assessment and Recognition.

An Environmental Course being by the Howe Sound LJTC, partnered with Capilano College.

At the end of JUMP's first year 43 local joint training committees had received their formal training; by the end of 1997, they had approved 950 proposals representing 7302 course participants. These committees represent 17,050 workers. This exceeds our original estimate of 16,000 workers who we believed could become involved over three years.

The tremendous penetration of this Program into the CEP membership was made possible by fairly impressive funding, all of it to the long-term benefit of the Union. Up to 10 per cent of JUMP funds can be used directly for union training, according to Wilson. The only stipulation is that this training must be:

incremental; i.e., that it must supplement training that is already taking place;

portable; i.e., provide skills and knowledge that can be applied in other situations; and

equitable; must be accessible to all members, with no "cherry-picking" of favored members.

As a result of this initiative, CEP was able to see participation rates for its education program rise from less than 5 per cent to over 30 per cent of the members, who enrolled in CEP courses, as well as in other education, such as the CLC Weeklong Winter School at Harrison Hot Springs. The Union has sponsored such new courses as the Peer Instructor Training, and the Learning Assisted by Peers (LEAP) Program.

Wilson was adamant that unions must be addressing the job-training needs of their members wherever possible; hence the CEP involvement in that aspect of JUMP. Union-management relations involve a constant struggle for control (or territory), and in the final analysis, control over a portion of job training translates into extended control of the workplace. Too many unions, said Wilson, have simply surrendered this important aspect of the workplace to unfettered employer control. It's as if they have agreed that they have no right to share in decisions regarding who gets trained, or why.

Wilson referred to other unions—the construction trades, for example—which have determinedly retained some jurisdiction for skills training as an area over which they will assert some decision-making power. In the process, they provide direct benefits to their members by equipping them with additional and even "cutting-edge" skills and competence. In any case, the union thereby acquires additional relevance and meaning to its members.

RESEARCH & PUBLICATIONS

All CEP officers and staff who were interviewed affirmed the importance of literature to the achievement of CEP's educational and overall objectives. **National Researcher Keith Newman** explained the importance of publications that arose from the research done by the Union in the context of its organizing efforts or response to specific threats and issues. He referred to the ***Reduction in Working Time Campaign*** for which the Union had produced background information that included four case studies, to buttress this issue as part of the National Union's focus in bargaining. This was provided to Local and workplace leadership and to Union Representatives to enable them to explain the concept.

More Jobs, More Fun—Shorter Hours of Work in the CEP, for example, was a short report produced as a result of an 18-month research project that was funded by the Labour Management Participation Program of Human Resources Development Canada. **Julie White, Researcher,** worked with Newman to design and deliver the Project. At all four locations selected for this research, people participated in group meetings and individual interviews, answered questions and read draft versions of the reports for their workplace—all an extremely educational process. The following excerpts from the *Report* convey the intent of the study:[7]

> *Inequality is increasing and access to working time is one major reason. The polarization between good jobs and bad jobs, decent wages and low wages, security and insecurity, is also a polarization by hours of work. Long hours for some is combined with no work or not enough work for others. The average work week for full-time workers is just over 42 hours a week and 15 percent of all those with jobs are working 50 hours or more each week. At the same time, unemployment hovers at 9 percent, and nearly one out of every five workers is employed for less than 30 hours a week.*
>
> *For workers, the case for spending fewer hours at paid work would seem to have much to recommend it. The proposed attractions include more time with the family, a better balance between work and home responsibilities, more time for social and community activities, a more relaxed and less stressful life, and improved health. These needs have become more acute over the last 40 years. Although regular full-time hours of work have remained much the same, there has been a dramatic increase in the hours worked for pay by families. Now that both partners are usually working outside of the home, women struggle to manage their dual responsibilities and men are called upon to*

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[7] CEP *More Jobs, More Fun—Shorter Hours of Work in the CEP*

> *contribute more to domestic life. The increased number of single parents, predominantly women, experience the same time crunch.*
>
> *We felt that the best way to find out about the impact of shorter hours of work was to look at a limited number of work places in detail, so that we could understand the context and background of the changes. In-depth interviews, rather than a general survey, would give useful information, especially about people's attitudes and the reasons for them. So, we decided to focus on four case examples, one work place in each of the four main industrial sectors represented by the CEP.*

White expanded on the educational importance of the Campaign which she has been hired to co-ordinate. Shorter hours, she said, had become a particularly crucial objective in the pulp and paper industry, where process workers in the highly capital-intensive industry were working under a cloud of job insecurity brought on by technological change and lack of proper resource management by the industry.

The educational challenge, she explained, was to transfer the focus away from individual approaches, in which work is done under a cloud of doom and gloom, to a collective approach, where workers experience the advantage of spreading the work around. The case studies in the background publications dealing with the Quebec experience were of particular benefit, as they proved that local leadership could take the necessary steps to move to shorter hours and more work.

In British Columbia, however, workers have been working longer hours, which required that researchers go directly into the mills to find out why and discover the basis of insecurity in such threats as contracting-out and lagging productivity. Ironically, the longer hours were occurring at the same time as technological change allowed twice the amount of paper to be produced with 1/3 the labour time. The background studies concerning B.C. mills were therefore of a qualitatively different sort: rather than reporting success, their purpose was to achieve a change in culture. The educational modules that were produced for these reports outlined ways of affecting change through study of the problem by workers.

Reduction in Working Hours to Create Jobs was therefore much more than a research report. It was produced as a part of an action plan in the midst of bargaining in BC; it was part of a strategy to establish Local Committees to talk about the concept and propose plans of action to implement it. It dovetailed with other campaigns sponsored by the CEP to promote more social and political activism in the Union.

In a similar vein, virtually all of the literature produced by the Union can be understood in the same educational context. Whether collective bargaining agreements, new member orientation kits, regular newsletters, or political brochures, CEP members receive an enormous amount of literature that promotes the Union's program. The following is only a partial sample:

One Voice: Constitution of the CEP
Published by CEP
Sherritt Collective Bargaining Agreement—April 1, 1994

Just the Beginning!
By James McCrostie
Published by CEP

More Jobs, More Fun: Shorter Hours of Work in the CEP: A Study of the Impact of Shorter Worktime in Four Industrial Sectors
Published by CEP, 1997

Changing Times: Shorter Hours of Work in the CEP of Canada
By Julie White
Published by CEP, Nov. 1997

Paperworkers Respond to Tech Change: A Study of New Technology in the Newsprint Industry of Ontario
Published by CEP, TARP Project, 1994

Shaping Our Future: Constitution of the CEP
Published by CEP
The Health & Safety Guardian
V. 8 #6, June 1997

Program
Published by CEP
Issue #2, 1997
10th Anniversary 1988-1998

Ergonomics
By Brian Kohler
Published by CEP, April 1998

Medicare: The Liberals Don't
Published by CEP
Medicare…Our Health Depends On It: Some Cuts Don't Heal!
Published by CEP

CEP Journal
V. 6 # 1
V. 6 #2
V.7 #2
Published by CEP

Equality Action Plan: Equality & Human Rights in CEP
Published by CEP

Multi-Employer Benefits Trust Fund Information Package/ Prestations en Fidéicommis Pour Employeurs Multiples: Livret d'Information
Published by CEP

Tomorrow's News: Media Workers Challenge the Future
January 12-13, 1996
Simon Fraser University Downtown Campus
Vancouver, BC
Sponsored by CEP

Le Phare: Bulletin de Santé et Sécurité
V. 8 #7 Septembre 1997
Published by CEP

Economic Background for Energy & Chemical Sector National Bargaining Program
October, 1998
Published by CEP

Stop Messing With Our Social Programs
October 26, 1995
Published by CEP for the CEP Ambulance Tour

Presentation to the Standing Committee on Human Resources Development Concerning Bill C-12
March 22, 1996

Presentation by the CEP
National Education Program: CEP National Education Program
Published by CEP

Building a Stronger Union: A Steward's Handbook
Published by CEP

K. CONCLUSIONS AND OBSERVATIONS ON PLAR

It became abundantly clear in the course of conducting this Project that the primary goal of most labour education offered by and for trade unions in Canada today is to prepare members and activists for service in union and community affairs. It was also just as clear that the provision of formal qualifications or vocational credits is not a priority in these programs, even though some unions (particularly craft unions) are directly involved in vocational training, outside or in conjunction with the unions' labour education program.

Nonetheless, this Project has provided ample indication that participants in these labour education programs acquire a wide range of educational outcomes, including useful skills and knowledge that should be recognized as worthy and comparable in some respects to the outcomes of the formal education system. In our view labour education and the learning that is associated with union activity therefore deserves recognition within the formal system.

DOMINANT THEMES OR TENDENCIES IN LABOUR EDUCATION

Any initiative to assess prior learning in labour education for PLAR purposes must take into account some of the dominant themes or tendencies that were identified in this Project, with the most common aims and objectives of labour education requiring attention, first and foremost. For example, the following broad themes may be derived from this study, indicating that labour education tends to:

> Reflect the broader "mission" or constitutional aims of the Union, whereas aims expressed for formal education tend to be more autonomous;
>
> Emphasize a common "affective" domain as a primary aim of labour education; e.g., feelings of "union solidarity," a desire to serve fellow workers, etc.;
>
> Focus on such concepts as "service"; i.e., to the organization, to fellow workers, to the working class, to society, etc., in contrast to the possessive individualism that infuses much of formal education.
>
> Display a "collectivist orientation" which focuses on the interests and objectives of the group or even the class, with little value placed on career purposes;
>
> Use and adhere to the principles and techniques of adult and popular education, not just as means, but to some extent as an end of labour education.

A dominant feature of labour education was found to be related to the concrete demands stewards, officers, and other union members face in the workplace, their union and the community; i.e., the aims of labour education can often be expressed as the aims of the sponsoring unions themselves. These include the full range of demands and challenges that unions must take into account if they intend to grow and thrive, beginning with the most mundane objectives, and extending to the transformation of the employment relationship and even the individual worker into a new person.

This mandate is most clearly illustrated in the case of the Steward Training, as this worksite representative of the union is expected to fulfill some of the most serious and even onerous responsibilities facing a certified bargaining agent. The Steward's ability to function effectively largely determines the Union's ability to fulfill its legal obligations, and failure to fulfill these competently could even be fatal to the organization.

Several of the labour educators interviewed in this Project went so far as to suggest that the purpose of labour education is the formation of class consciousness. That is, the objectives of labour education they described were seen to largely reflect the dominant principles, values and goals which working people have established for themselves, their families and their societies during the course of their history, as opposed to the dominant ideology which reflects the interests of capital, which may include their employers. Labour education is intended to further influence and shape "world-view."

In this respect, labour education can be seen as essentially critical and transformational, rather than accommodative. It was repeatedly proposed that, whereas formal education reproduces the dominant systems and approaches of our society, the purpose of labour education is to produce activists who can challenge them. Put another way, while formal post-secondary education tends to produce the next generation of elites in society, labour education intends to produce a new generation of labour activists and leaders who will be changing existing structures and conditions.

As such, the primary goal of labour education is to empower members to take part in union activity at the level of the worksite, their union, or the communities in which they live. This goal is all-encompassing; e.g., it was shown that where workers have gained greater respect and recognition for the contribution they make to society, or for their role as an occupational class, this has been pursued as a deliberate aim of a labour education program.

At a more concrete level, labour education is offered as a direct response to problems and challenges faced by working people. For example, it may offer an adjustment process to workers faced with mass unemployment or economic and structural upheaval. Or, it may respond to their desire to confront such problems as racism and sexism, which have divided and weakened the working class throughout history.

Where unions have included skills or trades training in their labour education agenda, it has been related to the overall goal of strengthening the collective position of union members. Workplace enhancement, superior skills and quality work have provided an historical basis of worker (and union) strength, and can also be related to more commonly asserted aims of trade unions.

Compounding the complexity of comparison for those who wish to apply the findings of this project to PLAR purposes is the fact that educational programs of unions and labour organizations are supplemented by a wide array of other events and supporting activities. Far from being peripheral or add-on, these events are designed to fulfill key educational objectives of the participating unions. Special schools and conferences, for example, may be provided by individual unions for their own members or as is often the case, may be organized and sponsored by central labour bodies for members of their affiliated unions; i.e., labour councils, federations of labour and the Canadian Labour Congress. The list of events to be considered, in this regard, must include the labour education programs offered by several post-secondary institutions.

The task of implementing PLAR in the area of labour education is made even more complex by the wide variety of forms and purposes which some of these additional events will take. For example, labour educators have made a major effort to take on issues of public education, which introduces a learning experience for both union activists and school children. Also to be taken into account is all of the labour education sponsored by labour centrals and affiliated organizations for such wide-ranging purposes as literacy, political action and skills upgrading. As well, a PLAR assessment must take note of the numerous other routes whereby union activists and other members are "educated," including mentoring, participating in industrial action, or taking part in planning exercises.

Finally, the Canadian labour movement has a long tradition of debate and development relating to teaching methods and course delivery. These are treated seriously, as they are seen to have direct implications for the achievement of the aims and objectives of the sponsoring unions themselves. The result is that many labour educators are highly trained and aware of the latest principles and developments in adult education, and are capable of explaining their practices in theoretical terms that relate to both their unions and their education programs.

It is shown in this report how this attention to the theory and practice of adult education extends to the methods of evaluation and assessment. While there may be little or no testing of the type found in formal post-secondary education, and while the standards of knowledge, competence, understanding that are expected as outcomes are not always made explicit, a great deal of post-course validation occurs. Union educators believe that it takes place when their graduates take on an activist role in their union or community. At that time, the testing (or validation) takes on an immediate and concrete character, rooted in the performance that is expected of the trade union member who is being educated.

PROBLEMS WITH COMPARABILITY TO FORMAL EDUCATION PROGRAMS

Many of the trade union educators canvassed in this Project raised questions about the comparability or the "fit" between formal post-secondary education and labour education conducted by and for Canada's unions that will obviously affect assessment for PLAR purposes. For example, it was repeatedly pointed out that formal education depends heavily on the ability to review literature and develop writing skills. While some labour education programs, such as the CLC's Labour College, are modeled on this paradigm, the majority are not. On the other hand, a number of union courses raise more critical questions and debate issues more thoroughly, challenging hegemonic ideology, than do traditional college and university courses - but they lack the reading and writing element which are so central to formal education programs. The following indicate some of the problems of comparability:

> Trade union educators raised foundational questions about the purpose of post-secondary education that will affect assessment and recognition of their programs; i.e., the extent to which traditional education is based on the maintenance of the status quo or is modeled on "banking" education and the transference of knowledge and skills. Labour education tends to attach considerable importance to statements of purpose. The development of critical thinking and reflective skills is a prime objective, for instance; this and other purposes have been documented as they appear in course materials and interviews.
>
> Problems are expressed about the extent to which the aim statements of the PLAR movement appear to be infused with the notion of "education for the economy" or for "work" rather than for personal and social development or critical understanding.

A danger seen in the search for comparability is that much of the conceptual and theoretical framework provided for formal education expresses a paradigm or world-view which is inconsistent or even opposed to the one promoted by the labour movement.

Problems identified with comparability are such that most educators do not believe that trade union education should replace education offered at universities or other post-secondary educational institutions. At best, labour education could only supplement these programs, and credits should therefore be granted only to the extent that students have already fulfilled the objectives of a university education.

Labour educators see value in some formal post-secondary education that offers what labour education cannot and perhaps should not offer. For example, formal education provides a grounding in traditional knowledge, which was seen by many as important to the overall education of a union activist.

If comparability is to be taken seriously, an argument was made that credit should be assigned for non-formal education and informal learning that is most appropriate to the University program which the would-be student would like to enter, for example, Labour Studies, and some areas of Arts and Humanities were most often mentioned. This could be achieved via credits for electives or by unassigned credit.

NOTEWORTHY OBSERVATIONS

Individuals interviewed during the course of this project made many interesting and worthwhile observations which should not be lost to this Report. A sample is provided:

David Rice, CLC Pacific Region: University and colleges tend to emphasize personal development, and as such, to promote a different world view than do labour schools. Trade unions should seek opportunities to make trade unionism more visible at cooperating universities and colleges. (Rice is ccurrently involved with Simon Fraser University in a program on labour leadership, which is co-taught with a "labour associate" for each class; technical areas are of value to the labour movement.)

Linda Sperling, Capilano College: There is some danger of pressure being exerted through PLAR to change labour education offerings to meet the demands of the credit-granting institutions. Unions should strive to get what they currently do recognized rather than change. Post-secondary institutions should not be allowed to dictate content or process in any way to affect either the content or process of labour education.

It is condescending to tell workers to stay away from post-secondary education. Workers want the job security that comes with increased skills; however, the credentials that come with education tend to be directed at the wrong ends, as far as trade unions are concerned. These ends tend to stress individual empowerment and competition, whereas trade union education emphasizes individual improvement through collective action. The reality, however, is that formal educational credentials are required for so many jobs. Therefore, trade unions should be seeking forms of cooperation that provide education that is transferable and portable, and that is accessible to workers. Currently, many workers have true access only to in-house learning.

Herman Rosenfeld, CAW: The problem with most PLAR is that people don't have the opportunity to compete for credentials. Our effort must be to make university more accessible in various ways, as currently very few PEL graduates go onto university to engage in more in-depth study of subjects that interest them.

Trudy Richardson, UNA: PLAR is a "natural" for nurses, whose minds are generally set on continuing education and self-improvement. Most of this "mind-set" has been oriented towards community colleges, as most have a preference for education that is action-oriented. Theoretical examination is interesting to nurses only if it assists them in understanding the reality they are facing. Most have experience of answering their theoretical questions in action; e.g., "Should professionals join unions?" or "Is illegal action justified?"

Any credit arrangement with post-secondary educational institutions must not result in restrictions or limitations on the type of education offered by the union. PLAR should in no way be used by colleges or universities as a way of imposing their limitations and standards on trade unions.

Jim Onyshuk, OPSEU: Formal post-secondary education is funded from tax revenue. We must therefore find ways to recompense worker for forms of education in the same way that management training is recompensed. The current paucity of courses offered from union/worker perspectives leaves workers "ripped off" except for direct job training; e.g., what about legal and organizing courses for worker and union needs? Also we must be searching for "professional development" equivalents that allow unions to develop and groom their own people for political leadership.

Perspective is an important consideration. The dominant "propaganda" of current courses offered in post-secondary institutions is taken for granted; for example, Friedman economics and monetarism. Even though these are discredited in the real life faced by the worker, they are still the basis for granting credits at universities. All education is premised on a "world-view"; however, this premise is not accepted as an assumption, except where trade union education is concerned. Dangers of PLAR related education stem from the questions Who teaches? What is taught?

Peer training is an important aspect of labour education, and the kind of education that is consistent with our objectives. Just as doctors and lawyers do "peer training," we have to teach people to "facilitate," to get information from people in the courses.

Judi Armstrong, CUPE: PLAR for labour education should be pursued, as there is value in links to post-secondary education. However, there is also a danger in the academic orientation, as the two worlds differ substantially in aims and focus. We are about unions, a living organism; not about "subjects."

PLAR would provide added recognition of the value of the education received. It will require special attention to the needs of adult learners, who grew up without the advantages; they will have to "work up" the courage to come into the formal post-secondary classroom.

MLEC Staff: Labour education contrasts with academic programs whose purpose is to select and train the incoming elite. Labour educators must therefore adopt different education objectives and methods, and assess success or failure on a different basis. Students attend a post-secondary institution to get a degree, diploma or other form of personal advancement. MLEC programs, on the other hand, do not reproduce supporters of the current system. Participants want to know more about the labour movement, their societies, etc.; they have a taste of activism, and activists engage in education so that they can give even more to their communities

Victor Carrozino, United Food & Commercial Workers, Local 174: There is good reason to advance PLAR, and trade unions that deny it are not serving their members well. The following must be kept in mind, however:

> We must approach PLAR from where our members are, and not deny that credits are a major motivation;
>
> There are certain skills and knowledge that our members can pick up that are of use to them, and to the working class of which they are a part. These may be approached, however, from a different perspective.
>
> PLAR-initiated programs must avoid serving only "la crème"; PLAR will likely interest only a certain limited segment of the labour movement.
>
> Enormous amounts of money are now being spent on post-secondary education from which so many union members are de facto excluded. In only certain cases has the labour movement been able to take part of it; e.g., in some of the Adjustment programs funded by HRDC.
>
> The Training Centre sponsored by UFCW 2000 in New Westminster, B.C. is provided as an example of a project that has been providing programs needed by various sections of the working class. Its aims and methods are worthy of study.
>
> With PLAR, it should be possible to leverage some of the vast sums of money currently going into post-secondary education into PEL, or other jointly trusteed programs.
>
> Post-secondary education is being funded with union members' money. It is a shame that so many of them are now being compelled to spend additional amounts of their own money trying to access what they've already paid for.

PLAR OF LABOUR LEARNING

This is a research report from the "field"; i.e., it describes what is going on and how labour educators feel about the issues. This conclusion does not purport to provide a definitive conclusion to any of the outstanding questions in the overall PLAR project.

Nonetheless, several points need to be made. We have noted from the beginning that most labour educators are not interested in PLAR of labour learning if that implies changing the social purposes of labour education or leads to an emphasis on individual participation in labour education and activity for individual gain.

As indicated, these issues are just a sample of some of the misgivings that PLAR projects such as ours arouse in trade unionists, especially those involved with labour education. Others include:

> If PLAR of labour learning is to be used to gain access to the colleges and universities, will that simply result in incorporating their members into the mainstream ideology that emphasizes management and individual rights?
>
> Since union education is generally an enjoyable and liberating experience for most workers, what advantage is there, other than individual gain, to link it into a system that

> sacrifices workers' interests for those of their bosses and the dominant patterns of control and organization at work?

On the other hand, many unionists resent the fact that other forms of workplace-based education, such as learning how to do your job more efficiently, or how to work in a team (or other aspects of the generally understood but rarely defined term "workplace learning") are readily transferable into college/university credits (often these kinds of provision proceed according to tried-and-true, formal education practices).

This suggests that there is a need to establish a PLAR model that assesses union provision fairly without imposing the structures or values of formal learning on union programming. Such a model would have to be based on critically focused as opposed to traditional forms of formal education. The most obvious choice would be labour studies and labour relations courses at universities and colleges, or other critical social science and applied areas of knowledge. Labour studies and labour relations are rooted in practice and framed theoretically. The knowledge bases of these subjects are to be found in labour's experience at work and in society, and therefore they are obvious candidates for accepting PLAR credits.

Even in these circumstances, it may be that credit is used to give advanced standing rather than specific course exemptions—knowledge-type dependent. The point that should never be overlooked is that it is perfectly possible that an active union member and course attendee may not have considered all of the issues addressed in a *particular* university or college course. Although not specific enough for particular course-credit, such learning is of value and should be awarded some form of credit (in terms of elective exemptions or unassigned credit perhaps) that will facilitate the learner's advancement in college and university courses. This would allow critically based but non-formally structured forms of programming to be assessed and granted credit without having to get into the theoretically questionable business of comparing "learning outcomes" between union and university courses.

If the purpose of PLAR initiatives is to encourage working people to use the educational system their taxes support, we need to acknowledge that workers may have gained valuable knowledge and be willing to grant them some degree of formal standing. The merits of a PLAR initiative that affords workers the opportunity to transfer their socially and critically based forms of knowledge into formal educational settings and, thus, to develop skills that will allow them to better contribute to their union and community should be obvious. This, moreover, is a pragmatic justification for crediting adult learning that is not based in dubious learning theory or in a zealot's advocacy.

The problems of granting credit for labour learning are considerable but they have not discouraged us from believing that working people, their knowledge, and their institutions do deserve enhanced recognition and standing in the formal education system. Having extensively surveyed union education provision in this report, we are now even more convinced than ever of the contribution labour education makes to knowledge creation and democratic society. It challenges dominant ideology and in so doing it is both liberatory and emancipatory.

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APPENDIX – INFORMATION TABLES

The following tables summarize data collected during this project, but not necessarily mentioned in the Report. The tables provide information relating to:

- the various organizations providing labour education (e.g., unions, union federations, educational establishments. etc.)
- the people interviewed for the Project
- the schools, activities and educational events sponsored by the various organizations (not exhaustive)
- the duration, in hours, of each course or event offered by the various organizations
- the learning materials produced by the various organizations (not exhaustive)

Air Line Pilots Association
535 Herndon Parkway
Herndon, VA, 20170

20 Councils, 2 620 Members

Learning Event	*Hrs*	*Materials*
N/A	N/A	N/A

Alberta Building Trades Council
310, First Edmonton Place
10665 Jasper Avenue
Edmonton, AB, T5J 3S9

40 Locals; 95, 000 Members
Interview with President, Robert Blakely

Learning Event	*Hrs*	*Materials*
Mastering the Craft	N/A	• Mastering the Craft '97/'98 Training Catalogue

Alberta Federation of Labour
350, 10451 – 170 Street
Edmonton AB T5P 4T2

40 Affiliates; 107,000 Members
Interview with President, Audrey Cormack

Learning Event	*Hrs*	*Materials*
AFL/CLC School, Jasper Park Lodge	40	The Struggle for a Safe & Health y Workplace: A Handbook for Health & Safety Activists
OHS Conference	20	Bargaining For Health and Safety: A Manual for Union Negotiators , prepared by AFL OHS Committee
		Crumbs from the Table: Re-evaluating the So-Called "Alberta Advantage"
		Dispelling the Myths: Building a Multicultural Future

Alberta Union of Provincial Employees
10451 – 170 Street
Edmonton, AB, T5P4S7

32 Locals; 36, 910 members
Interview with Education Representative, Winston Gereluk

Learning Event	*Hrs*	*Materials*
Basic Union Steward	16	Steward Notes
Union Steward II (Advanced)		Union Steward's Manual
– Leadership	12	Owner's Manual
– Leadership & Grievance Handling	16	Introduction to Health & Safety, WCB & LTDI
Introduction to OHS Courses	8	Education Policy
Component Officer Training	8	Women! Know Your Rights
Pre-Convention Course	3	Bargaining for Health & Safety: A Manual
Pre-Retirement Courses	16	AUPE's Political Involvement Course
WCB/LTDI Sessions	8	Contract Interpretation Course
WCB Advocate Training	8	Planning for Personal Freedom: Participant Workbook
OHS Conference		Sexual & Workplace Harassment: Information Booklet
Bargaining Conferences	16	The Grievance Procedure: Is a Bogey Good Enough
Worksite Educationals	16	AUPE Basic Union Steward Course Kit
	1	Backgrounder: Education Sector Bargaining Seminar
		Backgrounder: Health Care Caucus Conference
		Stemming the Violence in the Workplace: OHS Conference
		Annual Report
		Constitution of the AUPE

British Columbia Federation of Labour
4279 Canada. Way
Burnaby, BC, V5G 1H1

1,100 Affiliates; 450,000 Members
Interview with Director of Legislation & Research, Phillip Legg

Learning Event	*Hrs*	*Materials*
Organizing Institute (Program)		
Summer Institute for Women (School)	40	

**British Columbia Government &
Service Employees' Union**
4911 Canada. Way
Burnaby, BC, V5G 3W3

102 Locals; 63,000 Members

Learning Event	*Hrs*	*Materials*
A Balancing Act	4	BCGEU Education Program
Activist Training	24	
Advanced Shop Stewards	24	Labour Unions & Community Coalitions Course Agenda & Instructors' Notes
Assertive Communication. in Workplace		
– Part 1	2	
– Part 2	2	Assertive Communication in the Workplace I & II
Assistance, Education & Effectiveness Training for College Board & Education Council Members	16	*– Instructors' Agenda. and Students' Handouts* *– Effective Workplace Communication with Persons with Disabilities - Instructors' Agenda.*
Basic Shop Stewards	24	
Education is a Lifelong Process		
Effective Workplace Communication with Persons with Disabilities	1.5	
Equality Courses:		
– Valuing Our Diversity	3	
– Employment Equity	3	
Facing Management	3	
Grievance Handling :		
– Step 1	2	
– Step 2	2	
How to Run an Effective Committee	8	
Leadership	40	
Local Officers' Training (11 Mod.)	5	
Negotiating Quality Public Services		
Occupational Health & Safety	2	
Parliamentary Procedure & Public Speaking	4	
Role of Shop Stewards in Effective Handling of Harassment Complaints	1	
Sexual Harassment in the Workplace	2	
Stopping Sexual Harassment in the Workplace	12	
Trade Union Activists Traveling Alone	12	
Trade Union Women and Aging	2	
Union Men and Women Talking		
Without Fear (Fighting Violence Against Women)	2	
Telework		
Workers Beware! (Employee Participation Programs)		
Master Agreement Union & Management Joint Training Program		
– Steward & Manager Step 2 Designates		
BCGSEU Education Program:		
– Valuing Our Diversity Mod.		

British Columbia Teachers' Federation
100-550 West 6th Avenue
Vancouver, BC, V5Z 4P2

76 Locals; 42,000 Members
Interview with A.D., Organization & Support, Kathleen MacKinnon

Learning Event	*Hrs*	*Materials*
Union Representatives in Schools	16	Members' Guide to the BCTF – 1997-98
Leadership Development Program	16	*– Part 1 – BCTF services*

Contract Enforcement	16	*- Part 2 - constitution and bylaws*
Grievance Handling	16	*- Part 3 - policies and procedures*
Appeals	16	*- Part 4 - pension plan, history, reference lists & phone numbers of school districts and their officials*
Mediation	16	
Interest Arbitration on Local Matters	16	*- Part 5 - Roberts', RA , & AGM rules of order*
Role & Function of Staff Reps.	2	1997 Leadership Institute Summary
Advocacy: Use it or Lose it	4	1998 Leadership Institute Summary
To Grieve or not To Grieve		Transitional Collective Agreement with B.C. Public School Employers' Association –June 17, '96 to June 30, '98
- Level 1 Grievance	3	
Good Grief!!		Public Education: Because We Think the World of Our Children
- Level 2 Grievance	8	Code of Ethics
Staff Rep. & BCTF Code of Ethics	2	School Union Representatives Curriculum '97/'98
Contract Awareness Workshop	8	Leadership Development Program
Health & Safety	2-3	School PD Representative Training Curriculum '97-'98
Conflict Resolution	8	CTF Legal Advice and Legal Aid to Members
School Staff Committees: Their Role in the School	8	*- Advice* *- Investigations*
Effective Meetings	8	*- Legal Aid*
Setting Local Priorities & Planning for Action	8	*- Individual Member Procedures and Appeals* Mid-Contract Modification Process
Harassment/Sexual Harassment	3	Contract Modification Inclusions
School Based Management	8	Modifications to Local Matter Agreements
Needs Assessment Goal Setting	Var.	Modification to Provincial Matters Agreement – Central Provisions Negotiated by Provincial Parties
Role of SPDRT/Advocacy for PD	Var.	
Working & Advocacy with Parents	Var.	Modification to Provincial Matters Agreement – Multiple Standard by Virtue of A.2.2 of TCA
Resources for PD & Implementation	Var.	
Accreditation	Var.	
Accountability in Education	Var.	
Challenge & Equivalency	Var.	
Changes to the IP Letter Grade	Var.	
Personal/Professional Development Planning	Var. Var.	
Support for Beginning Teachers	Var.	
Enhancing Teaching Practice: A BCTF Initiative	Var. Var.	
Homophobia & Heterosexism	Var.	
Anti/Poverty Campaign	Var.	
Social Justice Review	Var.	
Gender Equity	Var.	
Racism-Free Schools	Var.	
Dealing with Controversial Issues	Var.	
The Many Ways to Do PD	Var.	
Ministry for Children & Families	Var.	
Teacher as Researcher	Var.	
Summer Conference	Var.	
School Union Rep. Training	Var.	
Union Leadership Institute	16	
Staff Rep. Workshops '97/'98		
Annual Federation Leadership Institutes	16	

Canadian Centre for Policy Alternatives
804-251 Laurier Avenue-West
Ottawa, ON, K1P 5J6

Learning Event	*Hrs*	*Materials*
		Under Corporate Rule: the Big Business Takeover of Canada
		Left Versus Right: Two Ways of Looking at the Public Sector, the Deficit and the Tax System
		10 Deficit Myths
		Challenging Free Trade in Canada: the Real Story

Canadian Health Care Guild
203-4208-97 Street
Edmonton, AB, T6E 5Z9

1 Local; 70,00 Members

Learning Event	***Hrs***	***Materials***
Staff Orientation/Outside Instruction		Constitution/Bylaws
		Policy Manual
		ALR Code
		Individual Rights Protection. Act
		Charter of Rights & Freedoms
		Persons in Care Act
		Personal Directives Act
		Duty to Accommodate
		Criminal Code-patient abuse, etc.
		Collective Agreements
		Staff Abuse
		KVP-Calco
		Disciplinary Investigations
		Grievance Procedure
		Layoff Principles/Process
		CHCG Forms & Reporting

Canadian Labour Congress
2841 Riverside Drive
Ottawa, ON, K1V 8X7

115 Affiliates; 2,671,150 Members
Interview with Program Coordinator, Daniel Mallett

Learning Event	***Hrs***	***Materials***
Labour College of Canada	200	Around the World with General Motors
– 4 week national program in Ottawa		Bingo
– 1 week in each of CLC regions		Building Awareness, Building Commitment
Ontario Region Winter School		Building Global Solidarity
Organization & Educational Services		Canadian Labour Congress Educational Services: The Answer is
Collective Bargaining	9	Organize! Instructor Manual
Building Union Solidarity – Anti-Racism		Canadian Labour Congress Educational Services: The Answer is
& the Activist	3	Organize! Participant Manual
Aids in the Workplace	9	A Catalogue of Canadian Trade Union Education Manuals &
An Introduction to Health and Safety	9	Handbooks
Pollution Prevention	3	CLC Basic Instructor Training Participant Manual
Union Environmental Action – Unions		CLC Toolbox for Global Solidarity- Exercises, Issue
and the Environment	24	Sheets, Tools for Learning, Resource Tools
WHMIS Education for Local Union		Cross-Country Communication
Leadership	3	Echinachea: A Structural
Toolbox for Global Solidarity	30	Adjustment Case Study
Leadership Training	9	Evaluation of Schools and Programs: Survey
Parliamentary Procedure (CLC Pacific		International Worker Exchange: Common Concerns &
Region)		Interesting Differences
New Brunswick Literacy Program (East)	40	Making a Difference With Union Education: Conference Report
The Answer is Organize	9	Media
Campaign Coordinator Training	30	Ontario Region Winter School
Organizing for Social Change	30	Pay Cheques & Picket Lines
Pensions	24	Popular Theatre
Arbitration	27	The Price is Right: Consumer Challenge
Dealing with Management in the '90s	9	Road Map to Global Solidarity
Facing Management	27	Steward Handbook
Instructor Training – CLC	40	What a Tangled Web We Weave
Solidarity for Jobs – Promoting the		The Whole Earth: Working for a Sustainable Future
Union Label	9	A World in Jeopardy

Union Counseling	40	Yeah, But..
Unions – Part of Their Future	2	Your Labour Council
Steward Training ('87)	27	
Steward Training ('88)	9	
Steward Training II ('88)	9	
Steward Training III – Steward as Leader ('96)	9	
Steward Training IV – Steward as Educator ('94)	9	
Technological Change for Unionists	9	
Workplace Closures	12	
The Jobs Crisis – There is a Way Out!	3	
Sewing the Social Safety Net – Preserving Canada's Social Programs	3	
Medicare: Some Cuts Don't Heal!	3	

Canadian Labour Congress
Pacific Region

Interview with Region Director, David Rice

Learning Event	***Hrs***	***Materials***
Pacific Region Winter School	160	
Wk. 1:		
- BCGEU Leadership		
- CEP Leadership		
- Collective Bargaining		
- Facing Management		
- IWA Canada. Leadership		
- Labour Arbitration Basic		
- Health & Safety Level I		
- Steward Training Basic		
- Union Counseling I		
- Union Organizing		
Wk. 2:		
- CEP-Bargaining Strategies 90s		
- Collective Bargaining Basic		
- CUPE Adv. Stewarding		
- CUPW Leadership		
- Facing Management		
- Global Solidarity		
- Health & Safety Strategies for Change		
- Human Rights Issues/Adv		
- ILWU Leadership		
- IWA Canada Women in Leadership		
- Steward Training I Basic		
- Union Counseling II Adv		
- Unionism in Changing Workplace		
- WCB Adv. Advocacy		
Wk. 3:		
- Building Local Unions		
- CEP Leadership - Advanced		
- Facing Management		
- Federal Labour Law		
- Health & Safety Level I		
- IWA Canada. Emerging Land Use Issues		
- Labour Arbitration Basic		
- Labour Arbitration Adv		
- Parliamentary Proc. & Public		

Speaking
- *Provincial Labour Law*
- *Resolving Conflict*
- *Steward Training II*
- *Trade Union Guide to Economics*
- *WCB Advocacy*

Wk. 4:
- *Collective Barg. Adv.*
- *CUPE Exec. Officer Leadership Training*
- *Facing Management*
- *Health & Safety Level II*
- *Labour Council Officers Seminar*
- *OPEIU Leadership*
- *Parl. Proc. & Public Speaking*
- *Union Counseling*
- *Union Communications*
- *Women in Leadership*

Canadian Steel Trade & Employment Congress
#501, 234 Eglinton Ave.E
Toronto ,ON, M4P1K7

Interview with Executive Director, George Nakitsas

Learning Event	*Hrs*	*Materials*
Communication I	8	
Communication II	16	
Basic Computers	21	
Group Dynamics and Leadership	21	
Learning to Learn	16	
Basic Mathematical Principles	21	
Problem Solving	8	
Work Reorganization Awareness	21	
WHMIS	8	
Health & Safety Training (Ergonomics)	16	
Environmental Awareness	21	
ISO Training	16	
Programmable Logic Control (PLC) Awareness	16	
Statistical Process Control (SPC)	21	
Quality Awareness	21	
Lift Truck Operation	16	
Craning	16	
Slinging	16	
Bearing and Lubrication	21	
Iron and Steel Metallurgy	32	
Canadian Steel Industry	16	
Furnace Operations	20	
Hot and Cold Rolling	32	
Steelmaking/Rolling Process Awareness	8	
Batch Galvanizing	12	
Continuous Galvanizing	12	
Wiredrawing	32	
Prior Learning Assessment & Recognition	8	
Train the Trainer	40	

Canadian Union of Postal Workers
377 Bank Street
Ottawa, ON, K2P 1Y3

212 Locals; 51, 000 Members
Interview with National Rep., Dave Bleakney

Learning Event	*Hrs*	*Materials*
4 week Residential School	160	CUPW Publications:
Wk. 1 –		Agreement Between Canada Post and CUPW
– *Class Analysis*		CUPW *Perspective*, V.24, #1, '96; V.25, #1,2, & 4,'97
– *Rise of Capitalism*		Decades of Change/Decades of Struggle
– *Public Speaking*		Memory and Muscle: the Postal Strike of 1965 (Video)
– *CUPW History*		National Constitution – Revised 1996
– *Labour Music*		Security in a Changing World
Wk. 2-		Solutions and Progress
– *Sexism and Fascism*		Union Education Program Residential Program Application
– *In Society and in the Workplace*		Section A: Personal Information
Wk. 3-		Section B: Schooling
– *Economic/Political Issues*		Section C: Labour Education
Wk. 4-		Section D: Trade Union and Other Activities
– *Political Action*		Section E: Your Statement (Written, Audio or Video)
		Section F: Signature of a Local or Union Officer
CUPW – The Struggle Continues : Worker Perspective – Economic Growth		Section G: Dates of Program
Introductory Activity – "Solidarity Bingo"	40	A Union Guide to Parental Rights
Media Literacy		A Union Guide for Admail Workers
Canadian Labour History		What Does the Mulroney Trade Deal Mean for Postal Workers?
Labour Management Relations		Your Mail Is Being Opened to Private Business: Stop the Tories' Postal Cut Backs
Anti-Union Government Policies		
Harassment		Your Service: Will Prices Go Up and Quality Down?
International Labour Issues		
Child Labour		
Quality of Worklife		
Technological Change		
Culminating Activities		

Canadian Union of Public Employees
21 Florence Street
Ottawa, ON, K2P 0W6

306-809 Manning Rd. NE
Calgary, AB, T2E 7M9

2,359 Locals; 451,470 Members
Interview with National Director, Ray Arsenault
Alberta Director, Judith Armstrong

Learning Event	*Hrs*	*Materials*
Level 1	9-12	Facilitator's Guide – Union Leadership Course
– *New Members/Officers*		Facilitator's Manual – Contracting-Out & Privatization Course
Level 2	9-12	OEICC/OMECC/HCWCC Conference Workbook
– *Stewards/Advanced Stewards*		UNITY – First National Anti-Racism Conference Report – 06/97
Level 3	30	Organizing the Organized -
– *Collective Bargaining*		CUPE National Convention,Oct.6-10 1997
– *Part 1 – Introduction*		Women on the Move...A Guide to Political Participation
– *Part 2 – Preparation*		CUPE: Our Story
– *Part 3 – Research and Statistics*		CUPE: It's Your Union
Level 4	30	The Worker's Handbook: What Does It All Mean?
– *Specialized Courses*		The Worker's Wordbook: What Does It All Mean?
Part 1: Intensive Study		*Organize* – V. 3, #1-2 1998
– *Advanced Parliamentary Procedure*		CUPE: A Winning Union for Albertans
– *Face to Face Communication*		10 Labour Myths, By Ed Finn
– *Labour Arbitration*		Affirmative Action: 10 Myths
– *Public Speaking/Parliamentary Procedure*		Anti-Racism Action Plan: Presentation to the National Executive Board – June 27, 1997
Part 2: Role of Unions		Unity: First National Anti-Racism Conference call – 01/97

- Introduction To Economics		Contracting Out: Here's What You Can Do About It
- Labour Law		Human Rights Forum - Fall/Winter 1996
- Political Action		Power Tools: 1-3
Part 3: Specific Concerns		
- Adult Education Techniques		
- AIDS in the Workplace		
- Assertiveness Training		
- Asbestos in Workplace		
- Breaking Barriers		
- Contracting Out/Privatization		
- Introduction to Health & Safety		
- Basic OHS		
- Advanced OHS		
- How to Participate in Lab. Move.		
- Organizing, Pay Equity		
- Retirement Planning		
- Strategies for Equality		
- Technological Change		
- Women in the Union		
- WHMIS		
Part 4: Other Courses		
- Guide to Mergers	12	
- Basic Human Relations		
- Facing Management	30	
- Job Evaluation		
- Pensions/Employee Benefits	24	
- Public Relations		
- TQM		
- EI and Workers' Compensation		
- Union Counselling		
- Union Leadership		
- Workplace Stress		
- 3 District Council Spring Wknd. Schools (see Brochures)		
- Annual Wk.-Long School at Red Deer College		
- CUPE's First National Anti-Racism Conference, Jan.31-Feb.3 1997		

Capilano College Labour Studies Program
2055 Purcell Way
North Vancouver, BC, V7J 3H5

Number of Locals, Number of Members
Interview with Program Coordinator, Linda Sperling

Learning Event	Hrs	Materials
Aboriginal Title: Impact on Working People & the Labour Movement	8-16	Labour Studies In-House Courses for Unions; Capilano College Labour Studies Program Course Catalogue
Advocacy Techniques for Stewards	8	Labour Studies Program Course Outline - Arbitration: Evidence & Advocacy
All the News That's Fit to Print	16	
Analyzing Financial Statements	8-24	Capilano College Labour Studies Program Courses '97/98 Catalogue
Arbitration: Evidence & Advocacy	16-24	
BC Labour Law: the Labour Relations Code	16-32	Capilano College Labour Studies Program Terms of Reference
The Canada. Labour Code		
Challenge of Technological Change	16-24	
Civil Rights & the Work Place		
Collective Bargaining	24-40	
Communications: Public Speaking & Parliamentary Procedures		
Communications Law for Unionists & Journalists	8	

BEST COPY AVAILABLE

Comparative Industrial Relations	8
Contract Costing	16-24
Controlling Hazardous Materials in the Workplace: a Union Perspective	16
Corporate Financial Statement Analysis	
Costing Out Contract Proposals & Settlements	16-24
Desktop Publishing – Intermediate	16
Drafting Better Health & Welfare Benefits Clauses	8
Drafting Better Pension Clauses	8
Duty of Fair Representation	8
Duty to Accommodate: Implications for Unions	8
Economics for Trade Unionists	8-24
The Economy, Government Policy & the Union	8
Effective Report & Letter Writing	8-16
EI (UI) – How to Present a Case Before Review Board	8
(Un)Employment Insurance Procedures – Introduction	16
Employment Standards Act, Employment Standards Branch & the Tribunal	
Facilitating Small Group Discussions	8
Federal Sector Labour Law: the Canada Labour Code	16-24
Freedom of Information & Protection of Privacy Act	8
Globalization & Free Trade	16-24
Grievance Handling	8-16
History of Labour Movement in BC	8-16
History of Labour Movement in Canada.	8-16
History of Working Culture	16
Human Rights Law & Policy	8-16
Indian Land Claims & the Trade Union Movement	
Instructional Skills Workshop	24-32
Intro to Economics for Trade Unionists	8
Intro to Pension and Benefits	8
Intro to UIC Procedures	8
Issue Organizing	8
Issues in Occupational Health & Safety	24
Labour & the Environment	8-16
Labour Economics: Alternatives & Options	8-16
Leadership Skills, Assertiveness & Advocacy	8
Leadership Training for Executives, Committees and Boards	8-24
Legal Research	16
Media for Trade Union Education & Organization	8-16
Media Skills	
Media Workshops	
OHS: Introductory	24
OHS: Advanced	24
OHS Research	16
Organizing Law	16-24
Organizing Skills for Public Awareness Campaigns & Lobbying	8-24

Parliamentary Procedures for Trade Unionists	8-16
Pay Equity Demystified	8
Politics: Labour Policy in Canada.	
Politics: Understanding Government Bureaucracy	
Public Policy	8-16
Public Service Staff Relations Act	16-24
Public Speaking	8-16
Race and Ethnic Relations	
Sociology of Work	
Steward Training – Basic Level	8
Team Concept - Intro	8-16
Team Concept - Advanced	8-16
Telling Your Union's Story: a Course in Practical History	8-16
Union Local Administration	
Video Display Terminals: a Health Issue	16
Violence in the Workplace	8
Women in the Work Force	24
Women's Leadership Skills: Assertiveness and Advocacy	24
Workers' Compensation Act & the WCB	24
Workers' Compensation Appeals – Intermediate Level	16
Workers' Compensation & WCB Appeals Procedures (Advanced)	16
Workers' Compensation Pensions: Entitlement & Appeal	8-16
Working Culture & History of Labour Arts	16-24
Working TV – Labour on Television	
Working with Mass Media	8-16
Writing Contract Clauses	

Communications, Energy & Paperworkers' Union of Canada
350 Albert Street
Ottawa, ON, K1R 1A4

853 Locals; 167,470 Members
Interview with Director of Ed., Robert Hatfield
Director of Research, Keith Newman
Director of OHS, Brian Kohler
Director of Ed., Andre LeTarte
Researcher, Julie White
Comm., Director, Western Region, Fred Wilson
Rep., Western Region, Dave Schaub

Learning Event	*Hrs*	*Materials*
Steward 1: *- Introduction for New Stewards*	24	CEP Steward 1 –Instructor Notes, Course Manual Instructor Notes Steward 1 Course Manual CEP Leadership 2 Manual CEP Basic Collective Bargaining – Participant Manual Sherritt Collective Bargaining Agreement – April 1, 1994 Joint Health and Safety Committees, Safety Programs, Safety Systems – Participant Version Shaping Our Future: Constitution of the Communications, Energy and Paperworkers' Union of Canada.
Steward 2: *- Experienced Stewards – Builds on Knowledge & Skills Learned in Steward 1*	24-32	
Local Officer 1: *- Basic Knowledge & Skills for Elected Local Leaders*	24	
Local Officer 2: *- Experienced Local Officers – Builds on Knowledge & Skills Learned in Local Officer 1*	24	
Basic Collective Bargaining: *- Negotiating Committee Members – Introduction to Negotiations Process and Bargaining Skills*	32-40	

and Bargaining Skills	
Financial Officer:	
- *Treasurers, Financial Secretaries, Secretary-Treasurers and Trustees – Covers All Aspects of Local's Finances*	24-40
Union Judo:	
- *Union Leaders & Activists from Locals Facing Workplace Reorganization – Shares Experiences & Changes Taking Place, Analyses Forces Driving Changes*	8-40
Other Courses:	
- *Public Speaking*	
- *Facing Management*	
- *Health & Safety*	
- *Rules of Order*	
- *Fighting Harassment*	
- *Our Rights as Unionists*	
- *My Union*	
- *Strike Preparation*	24
CEP Leadership 2	24
Union Organizing Course	8-24
Health Safety & Industrial Relations Training Fund (HSIRTF)	
- *Ergonomics*	
- *Safety Systems & Programs (Pilot)*	
- *Stress, Time and Success*	
- *Understanding Pensions*	
- *Joint Health and Safety Committees*	
- *Consensus Decision Making*	
- *Joint Anti-Harassment Committees*	
- *Understanding Pensions*	
- *Joint Health and Safety Committees (Union Gas locals)*	
- *Joint Health and Safety Committees (Union Gas locals)*	
- *Joint Health and Safety Committees (2, two-day sessions)*	
- *Joint Health and Safety Committees (Local 1997)*	
- *Understanding Pensions*	
- *Understanding Pensions (Fall 1998)*	
- *Understanding Pensions (Fall 1998)*	
Joint OHS Committees, Safety Programs, Safety Systems	
- *Introduction*	
- *Worker Empowerment*	
- *Why Have Joint Health & Safety Committees?*	
- *The Role of the JHSC*	
- *A Winning Strategy*	
- *Leadership*	
- *Due Diligence*	
- *Decision Making Practices*	
- *Consensus Decision Making*	
- *Achieving Results*	
- *Accidents, Programs and Systems*	
- *Safety Programs*	
- *Systems Definition*	
- *Accident/Incident Investigation*	

- *Systems in Regulations*
- *Saving Ourselves*
- *Conclusion*

Communication Workers of America
B-288 Dalhousie Street
Ottawa, ON, K1N 7E6

23 Locals; 1,260 Members

Learning Event	*Hrs*	*Materials*

Confederation des Syndicats Nationaux
La CSN
1601 Av. De Lorimier
Montreal , PQ, H2K 4M2

10 Unions; 2,367 Locals, 251,420 Members
Interview with Service de la Formation CSN, Bernard Fauteux
Conseiller Service de Formation CSN, Paul Fortin

Learning Event	*Hrs*
Training Session for Union Officers	
Cahiers de Formation: Pour Les Militantes et Les Militants des Syndicats	
- *Bienvenue a l'executif du Syndicat!*	
- *Delegue-e, ca c'est pour moi!*	
- *Nos Droits de Tous les Jours*	
- *A Quoi Sert Ma Cotisation Syndicale?*	
- *Nous Nous Mobilisons!*	
- *Militer a la CSN*	
- *Le Syndicalisme, une Grande Ecole*	
- *Negocier tout un Contrat...Collectif!*	
- *Declaration des Principes*	
Formation de Base:	24
- *Executif Syndical*	24
- *Santé-sécurité de base*	
Santé et Sécurité des Travailleurs et Travailleuses:	16
- *Ergonomie*	24
- *Violence en milieu de travail*	
SOOS II	
- *Formation des formatrices et formateurs*	40-80 24
- *Préparation à la retraite*	72
- *Formation des études d'organismes*	16
- *Developpement régional et local*	
Formation en serations de travail:	24
- *Travail en équipe*	24
- *Gestion participative*	24
- *Négociation d'intérets*	24
- *Equité salariale*	16
- *Analyse Financière*	

Materials

La CSN, Mouvement et Organisation
Training Session for Union Officers – Notes
Notes for Union Presidents
Notes for Secretaries
Notes for Treasurers
Links, Structures, Committees
Teamwork
The Union Meeting
Code for Rules of Order - 1996-1999 edition
Executive Committee Training for Union Officers
Agenda.
CSN Finances
Cotisation Rates
Nouvelles CSN
CSN: Cinq Temps D'un Mouvement – Une collection de cinq films qui racontent d'histoire d'un long combat pour la justice sociale
La Formation Syndicale
Repertoire des Cours
Elections Dans Nos Syndicats: Une Place a Prendre
Prendre l'avenir avec les Femmes
L'article 45 du Code du Travail – La carte maitresse des employeurs pour se debarrasser des syndicats
Programme de Formation 1997-1998
Non au Harcelement Sexuel
Des Emplois Pour Tout Le Monde
FonDa.ction Prospectus – 1 decembre 1997
Conseil Central du Montreal Metropolitain
- *Bilan et Perspectives*
- *De La Participation de la CSN*
- *Aux Sommets Sur Le Devenir*
- *Social et Economique du Quebec*

Formation Action: Compte Rendu de la Reunion des Responsables de formation tenue les 4 et 5 fevrier 1998 a l'hotel des Gouverneurs Montreal
Executif Syndical 1 – Guide des Personnes Formatrices
Programme, Session de Formation Pour les Formateurs et les Formatrices

Conseil Central du Montreal Metropolitan (CSN)
1601 Ave. De Lorimler
Montreal, PQ, H2K 4M5

Interview with Jean-Claude Gagner

Learning Event	*Hrs*	*Materials*
Programme de Formation 1997-1998		
Executif Syndical	24	
Tresorerie (Tenue de Livres)	8	
Comite de Surveillance	8	
Delegue-es De Departement	16	
Comite de Condition Feminine: Plan D'Action	8	
Preparation a la Retraite	24	
Histoire du Syndicalisme	8	
Les Reseaux D'Entraide	8	
Journal Syndical	16	
Ecriture Journalistique	8	
ReDa.ction d'Articles	4	
Sante-Securite	24	

Federation des Travailleurs et Travailleuses du Quebec
545 Boul. Cremazie Est 17 Etage
Montreal, PQ, H2M 2V1

25 Affiliates; 510, 000 Members
Interview with Directrice du Service de l'education et responsable de la formation, Johanne Deschamps

Learning Event	*Hrs*	*Materials*
Formation des formateurs et formatrices		La Formation Syndicale a la FTQ Programme d'Education 1997-1998
– *Le delegue syndical et la deleguee syndicale*	40	Cahier de Travaux Pratiques Pour le Delegue Syndical et la Deleguee Syndicale
– *Comment s'organiser syndicalement en sante-securite*	40	La Minute de L'Emploi – Mai 1998, v.1 no. 9
– *Le delegue social et la deleguee sociale*	40	Rencontre des Conseilleres et Conseillers Syndicaux Sur un Projet de Formation Avancee Intitule – Le College Quebecois
– *Prendre en main sa retraite*	40	Reflexion sur la Formation Syndicale a La FTQ: Telle que Soumise par le Comite d'etude et Amendee par le Bureau do la FTQ
– *La negociation collection*	40	
Perfectionnement des formateurs et des formatrices		15e Rapport du Comite Conjoint UQAM-CSN-FTQ pour la Periode du 1er Aout 1993 au 31 Mai 1994
– *Le delegue social et la deleguee social*	16	Le Delegue Syndical et La Deleguee Syndicale:
– *Reclamations a la CSST*	32	Guide d'Utilisation du Protocole d'Entente UQAM-CSN-FTQ
– *Equite salariale*	24	Le Delegue Syndical et La Deleguee Syndicale: Guide de Formation
– *Les collectifs de travail*	16	
Formation Syndicale Specialisee		Le Monde Ouvrier – Avril-Mai 1998, No. 24
– *La negociation et l'administration d'un regime de retraite*	32	Guide Reglement sur l'Agrement des Organismes Formateurs, des Formateurs et des Services de Formation: Loi Favorisant le Developpement de la Formation de la Main-d'oeuvre
– *Seminaire a l'intention des comites de retraite*	8	
Evaluation des taches – 1		
– *Regles de preuve et de procedure*	40	
– *Seminaire sur l'arbitrage de griefs*	16	
– *Actions en prevention: Ergonomie et contaminants*	80	
– *Plaideurs et plaideures a la CSST*		
– *Communication orale*	24	
– *Session avancee en assurance-emploi*	16	
– *Seminaire sur la nouvelle Loi sur l'assurance-emploi et la negociation*	16	
– *La negociation de la formation en emploi*	32	
– *Les divers types de formation en*		

milieu de travail		
– Le role syndical Dans les comites de francisation	8	
– Comment utiliser les medias d'information	16	
– Les relations interculturelles et l'action syndicale	16	

Grain Services Union
2334 McIntyre Street
Regina, SK, S4P 2S2

14 Locals; 2, 890 Members
Interview with Alberta Representative, D. Entremont

Learning Event	*Hrs*	*Materials*
Effective Advocacy Workshop	16	Shop-floor Militancy Using the Leader's Manual GSU Policy on Opposition to MAI passed at GSU Policy Convention in April 1998

Health Sciences Association of BC
600-4710 Kingsway
Burnaby, BC, V5H 4M6

1 Local; 11,310 Members

Learning Event	*Hrs*	*Materials*
Basic Union Tool Courses		HSA Safety Steward's Manual
Steward Training Level 1	20	HSA Steward's Manual
New Certification Workshop	3	
Steward Training Level 2		
– Advanced Grievance Handling	10	
– Leadership Skills	10	
– LTD, Return-to-Work and Duty-to-Accommodate	10	
– Harassment	10	
Occupational Health and Safety	20	
Stress in the Workplace	6	
Supervisors in the Union	6	
Organizing Model Workshop	14	
Equity Courses		
Campaigning and Lobbying Courses		
Economics and Public Policy Courses	10	
– Popular Economics		
– Global Solidarity		
HSA Safety Steward's Manual		
– Role of the Safety Steward		
– Workers' Compensation Board		
– Changes in Attitude		
– Safety Committee & Safety Program		
– Hazard Identification & Principles of Control		
– Regulations & Hazard Control		
– Workplace Inspections		
– Accident Investigations		
– Obligation to Refuse Unsafe Work		
– Organizing Around Health & Safety		
– Workers' Compensation & Long-Term Disability Benefits		
HAS Steward's Manual		
– Knowing Our Roots		
– Structure of HAS		
– The Steward		

- *Organizing Model of Unionism*
- *The Contract*
- *The HAS Bargaining Structure*
- *From Grievance to Arbitration*
- *Harassment*
- *HAS and the House of Labour*
- *HAS and the Provincial Government*
- *Glossary of Labour Terms*

Industrial Wood & Allied Workers of Canada — 23 Locals; 43,000 Members
500-1285 West Pender
Vancouver, BC, V6E 4B2

Learning Event	*Hrs*	*Materials*
National Education Program - Courses		SkillPlan – BC Construction Industry Skills Improvement Council – Chapter 2, January 1997
– *Steward Training (Basic)*	12	
– *Steward Training II*	12	Changes in the Rate of Community, Workplace and Union Participation by Learners in a Workplace Education Program – A Survey of WEST Participants and Course Leaders
– *Instructor Training*	32	
– *New Member Orientation*	3	
CLC Courses		
– *I.W.A. Leadership*	32	
– *Duty to Accommodate*	8	
– *Health & Safety*		
– *Global Solidarity*	12	
– *Parliamentary Procedure*	20	
– *Political Action*	1	
– *Organizing I*	8	
– *Organizing II*	25	
– *Organizing III*	25	

International Association of Firefighters — 123 Locals, 12,560 Members
403-350 Sparks Street
Ottawa, ON, K1R 7S9

Interview with Canadian Director, Sean McManus

Learning Event	*Hrs*	*Materials*
Labour College of Canada. Residential Program Scholarship: International Association of Fire Fighters		Steward's Manual: An Instructional Unit for IAFF Affiliates as a Guide to Effective Stewardship
		IAFF Canadian Journal – V.2, #1 1998
		International Firefighter – Nov.-Dec. 1997
		Privatization of Emergency Services
		Infectious Diseases and the Fire and Emergency Services
		Proud Profession, Bold Union, Bright Future
		Becoming a Professional Firefighter
		Welcome to the IAFF: Handbook for New Members
		1996 Death and Injury Survey
		Local Union Administration: An Instructional Unit for State, Provincial and Local Affiliates as A Guide to Establish Effective Local Union Administration
		Change from Within: Human Relations Manual

International Association of Machinists & Aerospace Workers — 114 Locals; 52,850 Members
3585 Avenue Deane
Terrebonne, PQ , J6Y 1A2

Interview with Representative, Lodge 99, Rob McKinnon

Learning Event	*Hrs*	*Materials*
Placid Harbor Residential School	40-80	The Steward – Key to Becoming a Successful Steward
Placid Harbor Education & Technology Center Courses		Towards a Stronger Union – the Dawn of a New Era in Trade Union Education

- Leadership I *- Advanced Leadership* *- Basic Editors* *- Collective Bargaining* *- Pension* *- Orientation Skills* *- Train-the-Trainer* *- Leadership II* *- French Leadership I* *- French Leadership II* *- French Advanced Leadership* *- Advanced Collective Bargaining* *- Arbitration* *- Comprehensive Training Program* *- Strategic Planning* September 1998 *- Organizing 1* *- Arbitration: Preparation/Presentation* *- Organizing in the Construction Industry* October 1998 *- Labor Law for Organizers* *- Street Law for Negotiators* *- Lead Organizer Training* *- College Degree Program* *- Central Labor Councils: Organizing For Justice in Our Communities* *- Contract Negotiations: Private Sector* *- Teaching Techniques* - November 1998 *- COMET 1/Education Techniques in The Construction Industry* *- Negotiating Contracts with State & Local Agencies* *- Advanced Arbitration* *- Basic Labor Law* *- Labor Law in the Construction Industry* *- Organizing Under the Railway Labor Act* *- New Union Leader Training* *- Labor Relations in the Federal Sector* December 1998 *- Negotiating & Writing Contract Language* *- Contract Negotiations in theConstruction Industry* *- Organizing 1*		*Help for the Working Wounded*, by Thomas F. Mancuso IAM Guide for Health & Safety Committees in Canada. AIDS in the Workplace: A Steward's Manual George Meany Center for Labour Studies Semester Calendar – September – December 1998 Human Rights in the IAM

International Longshoremen's & Warehousemen's Union
Suite 20, 1880 Triumph Street
Vancouver, BC, V5L 1K3

11 Locals; 3,200 Members
Interview with Second Vice President, Mike Islinger

Learning Event	***Hrs***	***Materials***

International Union of Operating Engineers
38 Aberdeen Street
Kemptville, NS, B4N 3X9

25 Locals; 36,000 Members
Interview with International Rep., Matthew McGinnis

Learning Event	*Hrs*	*Materials*
COMET I Train-the-Trainer Course	32	Construction Organizing Membership Education and Training (COMET): Train the Trainers Instructor Manual Numbers That Count: A Manual on Internal Organizing

Labour Notes
PO Box 20001
Detroit, MI, 48220

Learning Event	*Hrs*	*Materials*
		A Troublemaker's Handbook: How to Fight Back Where you Work – and Win! by Dan La Botz *Inside the Circle: a Union Guide to QWL*, by Mike Parker Choosing Sides: Unions and the Team Concept, by Mike Parker and Jane Slaughter

Manitoba Government Employees' Union
601-275 Broadway
Winnipeg, MB, R3C 4M6

198 Locals; 23,130 Members

Learning Event	*Hrs*	*Materials*
MGEU Education Program		
Basic Steward – Level 1	12	
Table Officer – Level II	12	
Advanced Steward & Officer Training – Level III	12	
Negotiator Training – Level IV	12	
General Educational Mod. (GEM)	6	
Education Seminar – Level V	18	
– Dispute Solving Mechanisms	18	
– Technological Change	18	
– Women's Issues	18	
– Human Rights	18	
– Health and Safety	18	
Leadership Dynamics – Level VI	30	
Advanced Leadership Dynamics – Level VII	30	
Health and Safety	12	
Office Hazards	12	
Hazards for Health Care Workers	12	
Membership Training and Assistance Program (MTAP)	320	
Women's Seminar	18	
Pension Seminar	12	
Board Orientation Seminar	3	
Membership Information		
Labour College of Canada Residential Program		
Labour College of Canada Distance Education		
Affiliate Education		

Metro Labour Education Centre
2nd. Flr., 1209 King St. W.
Toronto, ON, M6K 1G2

Interview with Gail Carrozino
Trish Stovell
A. Wierzbicki

Learning Event	*Hrs*	*Materials*
Metro Labour Education Centre Labour Studies Certificate Course		Heritage of Struggle: Canadian Labour History Workbook Metro Labour Education Centre Publications Catalogue 1997 The Lion & the Beaver (Video Production for Trade Unionists)
Bill 99: The Workplace Safety & Insurance Act Seminar – 01/98		
Summary of Significant Bill 99 Provisions & Amendments		
List of Board's Industry Sector & Small Business Units with Contact Names & Numbers		
Appeal System – Principles & Procedures		
WSIB Fact Sheets		
Challenging Racism – A Course for Unionists		
– *Chapter 1 – Linking Racism & Other Forms of Repression*		
– *Chapter 2 – What is Racism?*		
– *Chapter 3 – Who Benefits?*		
– *Chapter 4 – Colonialism, Racism and Aboriginal People*		
– *Chapter 5 – Immigrants & Immigration Policies*		
– *Chapter 6 – Making the Connections: International Solidarity*		
– *Chapter 7 – Strategies for Change*		
Metro Labour Education Centre Certificate in Labour Studies Courses	15-30	
– *Your Health and Safety I*		
– *Health & Safety II – Committees*		
– *Arbitration II*		
– *Labour History*		
– *Fragile Freedoms: Civil Liberties for Trade Unionists*		
– *Labour Economics*		
– *Desktop Publishing for Union Communications*		
Employment Action Centre Programs and Workshops		
– *Resume Writing and Covering Letters*	8	
– *Preparing for Job Interviews*	8	
– *Effective Communications*	8	
– *Networking and Making Cold Calls*	8	
– *Windows for Internet*	8	
– *Career Exploration with the Internet*		
– *Prior Learning Assessment Recognition*	120 8	
– *Labour Market Information*	8	
– *Computer Foundations*	80	
– *Using the Internet for Job Search*		
– *Planning, Self Assessment & Goal Setting*	8	
– *Unemployment & Stress Management*	16 8	
– *Job Search with the Internet*		
– *Pre-Employment Communication Skills*	40	

- *Labour Market Research in Employment*	160
Metro Labour Education Centre Labour Studies Certificate Program: Education Courses with a Point of View	15-30
- *Arbitration I*	
- *Arbitration II*	
- *Challenging Racism*	
- *Collective Bargaining I*	
- *Collective Bargaining II*	
- *Community Economic Development*	
- *Employment Equity*	
- *Fragile Freedoms: Civil Liberties for Canadian Workers*	
- *Health and Safety I*	
- *Health and Safety II. Committees*	
- *Health and Safety II. Provincial Legislation*	
- *Health and Safety II. Federal Legislation*	
- *Health and Safety Workshop*	
- *Human Rights: Challenging Hetero Sexism and Homophobe*	
- *Human Rights for Trade Unionists*	
- *Instructional Techniques*	
- *International Affairs*	
- *Introduction to Unionism*	
- *Labour Action for the Environment*	
- *Labour and Politics*	
- *Labour Economics*	
- *Labour History I*	
- *Labour History II*	
- *Labour Law for Unionists*	
- *Labour Leadership*	
- *Labour Music: Song in Struggle*	
- *Modes of Production*	
- *New Media*	
- *Occupational Stress*	
- *Pay Equity for Trade Unionists*	
- *Pensions and Pre-Retirement*	
- *Politics of Computers: Making Computers Work for Trade Unionists*	
- *Public Relations and Union Communication*	
- *QWL/Management Control in the Changing Workplace*	
- *Research Techniques*	
- *Sexual Harassment: A Union Issue*	
- *Strikes: Understand Them, Win Them*	
- *Technological Change*	
- *Trade Union Organizing*	
- *UIC - Plant Closures*	
- *Video Production for Unionists*	
- *When Class Meets Nationalism: Themes in Quebec Labour History*	
- *Women, Work and Power*	
- *Workers' Compensation I*	
- *Workers' Compensation II*	
- *Workers' Compensation: Special Topics*	

- *Working Class Literature*

National Automobile Aerospace Transportation & General Workers of Canada (CAW)
205 Placer Court North York
WillowDale, ON, M2H 3H9

389 Locals; 205,000 Members
Interview with Education Director, Herman Rosenfeld
Rep., Ken Luckhart

Learning Event	*Hrs*	*Materials*
Education Programs	8-40	ICCHRLA Special Report – One Step Forward, Three Steps Back – Human Rights in Colombia Under the Samper Government, October 1997
– *Women's Leadership*		
– *Activist as Educator*		
– *Anti-Harrassment Training*		"A Life Threatening Activity" Trade Unionism Under Attack in Colombia: Report of the Canadian Trade Union Delegation to Colombia, February 1998
– *Arbitration*		
– *Intro to the CAW Family*		
– *CAW Culture*		Local Union Environment Committees in the CAW – Building Union, Workplace and Community Activism
– *Collective Bargaining*		
– *Environment Awareness*		Statement of Principles: Environment
– *Good Medicine*		Statement on Transportation & Environment
– *Health & Safety*		CAW Prevent Cancer Campaign: Devil of a Poison
– *Human Rights Session I*		Back Injuries: Protect Your Back: You've Only Got One
– *Human Rights Session II*		Earth Day, April 22
– *Human Rights Session III*		Fight for a Clean Environment
– *Labour Law*		Health, Safety and Environment Committee Manual
– *Parliamentary Procedure*		
– *Planning for Future*		
– *Steward Training-Basic*		
– *Steward Training-Advanced*		
– *Time Study Intro*		
– *Employment Insurance*		
– *Union News*		
– *WCB – Basic Introduction*		
– *Workplace Reorganization*		
Family Education School – *2 Wk. sessions during the summer months to bring union education to the whole family.*	80	
Current Law and Strategies in Certification		
Cases – A Workshop for CAW Canada.- Recent Cases-Oct. 2 1996, Sack Goldblatt Mitchell		
Fire Fighter Interest Arbitration Workshop-Apr. 30-May 3 1996 – Sack Goldblatt Mitchell	40	
Human Rights Training		
Paid Education Leave Program (PEL)	160	

National Union of Public & General Employees
204-2841 Riverside Drive
Ottawa, ON, K1V 8N4

1,235 Locals; 308,970 Members
Interview with Affiliate's Education Directors

Learning Event	*Hrs*	*Materials*

NUPGE Courses		
Making It All Add Up – Public Services & the Economy (3 Mod.)		
– 1. Value of Public Services	4	
– 2. Fair Taxation	4	
– 3. Deficit Myths	4	
Workers Beware! (3 Mod.)		
– 1. What are Employee Participation Programs?	2	
– 2. Understanding the Union Agenda.	2	
– 3. Moving the Union Agenda.	2	
Get It All Out on the Table! (3 Mod.)		
– 1. Recognizing the Value of Quality Public Services	2	
– 2. Recognizing the Need for Union Involvement	2	
– 3. The Importance of Unions Negotiating Public Services	2	
The Uses and Abuses of Economics in Public Policy		
– 1. What is Economics?	2	
– 2. How Do We Measure Economic Prosperity	2	
– 3. The Debt. The Crisis that Wasn't	2	
– 4. Purpose and Models	2	
– 5. Fair Taxation and the Myths Behind Tax Cuts	2	
– 6. Globalization. What Does it Mean for Workers	2	
– 7. 'Free Trade' Agreements. What are They All About?	2	
– 8. The Value of the Public Sector to Canada's Economy	2	
– 9. The Role of Regulation in a Civil Society	2	
– 10. Putting it all Together	2	
Pensions for Trade Unionists	2	

Newfoundland Association of Public Employees 278 Locals; 17,660 Members
PO Box 8100, 330 Portugal Cove Place
St. John's, NF, A18 3M9

Learning Event	***Hrs***	***Materials***
NAPE Education Program		
Basic Union Tool Courses		
Equity Courses		
Campaigning and Lobbying		
Economics and Public Policy		

Nova Scotia Government Employees Union 79 Locals; 16,880 Members
100 Eileen Stubbs Ave.
Dartmouth, NS, B3B 1Y6

Learning Event	***Hrs***	***Materials***
NSGEU Education Program		NSGEU Newsletter – V.98 No. 1 1998
General Membership Workshop	8	Nova Scotia Government Employees' Union Education Program, April 1, 97-March 31, 98
Level I Stewards	16	
Level II Stewards	16	
Level III Stewards	16	
Leadership Development	96	

Pre-Retirement	32	
In-Local Workshop (Stewards)	32	
Occupational Health and Safety – Level I	16	
Occupational Health & Safety – Level II	16	
Occupational Health & Safety – Level III	16	
Family Education/Vacation Program	16	
Financial Planning	8	
Occupational Health & Safety Conference	16	

Office & Professional Employees' International Union
250-1200 Ave., Papineau
Montreal, QC, H2K 4S6

61 Locals; 30,000 Members

Learning Event	*Hrs*	*Materials*
Name of Learning Event	40	Name of Materials

Ontario Federation of Labour
202 – 15 Gervais Drive
Don Mills, ON, M3C 1Y8

1500 Affiliates; 650, 000 Members
Interview with Education Director, Sandra Clifford

Learning Event	*Hrs*	*Materials*
Basic Education for Skills Training (BEST)	40	*Instructor Empowerment in the OFL*-Aug. 1996 by Jean Connon UnDa. and Sandra Clifford
Communications		
Education		*Opening the Schoolhouse Door to the "Education Industry"* by Erika Shaker
Human Rights		
Legislation		OFL Response to Ministry of Education & Training – Apprenticeship Reform Discussion Paper – Mar. 15 1997
OHS		
OHCOW		Labour's Voice in Ontario – 1957-199
Organizational Services		Training: A Labour Perspective
Political Education		Child Poverty in Ontario Report Card 1997
Programs		Basic Education for Skills Training (BEST)
Research		
Resource Centre		
Women's Rights/Gay & Lesbian Issues		
WCB Training Level I		
WCB Training Level II		
WCB Training Level III		
WCB – Reinstatement		
WCB – Medical Orientation		
OFL/WCB Training Project		
– Level I – Front-Line Advocacy	9	
– Level II – Injured Worker Representation	18	

Ontario Liquor Board's Employees' Union
5757 Coopers Ave.
Mississauga, ON, L4Z 1R9

30 Locals; 4,730 Members

Learning Event	*Hrs*	*Materials*
OLBEU Education Program		Ontario Liquor Board's Employees' Union Education Program
Getting to Know the Collective Agreement	8	
Organizing and Supporting Job Action	8	
Basic Shop Stewards	16	
Advanced Shop Stewards	16	

Ontario Nurses' Association
600-85 Grenville St.
Toronto, ON, M5S 3A2

224 Locals; 42,000 Members

Learning Event	*Hrs*	*Materials*
Local Officers' Training	16	Catalogue of Courses and Calendar, 1998
New Treasurers Training	16	Continuing Education Programs 1997-1998
Returning Officers Training	8	
Legal Issues Training	16	
ONA Representative	8	
Human Rights	16	
CNO Know Your Rights	8	
Professional Responsibility	8	
Fiscal Advisory	8	
New Bargaining Units	8	
Contract Interpretation	8	
Political Lobbying	8	
Grievance Arbitration	16	
Violence in the Workplace	8	
Workers' Compensation (C	8	
Prevention of Workplace Injuries (C	8	
Leadership	16	
Restructuring	8	
Ask a RN	8	
Human Rights I	8	
Human Rights II	8	
Negotiations	8	
Your Rights as a Union Member	8	
Mobilization	16	
College of Nurses	8	
Organizing	8	
Substance Abuse	8	

Ontario Public Service Employees Union
100 Lesmills Rd.
North York, ON, M3B 3P8

461 Locals; 110,950 Members
Interview with Education Director, Jim Onyschuk

Learning Event	*Hrs*	*Materials*

OPSEU Education Program	
Empowering Local Unions-	
- *Toward Your First Collective Agreement*	16
- *Employee Relations Committee/Labour Management Committee Techniques*	16
- *Improving Your Local*	16
- *Building Local - Phases 1, 2, 3*	24
Campaigns/Lobbying-	
- *Campaigning to Win*	16
- *Campaign Organizing to Win*	3-4
- *Community Organizing*	16
- *Running an Internal Campaign*	4
- *Non-Violent Direct Action*	16
Workplace Issues-	
- *Joint Management/Employee Participation/TQM*	16
- *Job Security in Our Hospitals: Restructuring/Mergers*	16
Equity-	
- *Employment Equity*	16
- *Bargaining For Equality*	16
- *Understanding Racism*	16
- *Duty to Accommodate*	16
- *Native Issues*	16
- *Sexual/Gender Harassment*	16
- *Women and Unions*	16
- *Union Women as Leaders*	16
Effective Communications-	
- *Communicating for Action*	16
- *Local Newsletters*	16
- *Media Relations*	16
- *Speak Your Mind*	16
- *Speaking Out*	16
Collective Bargaining-	
- *Collective Bargaining under CECBA*	16
- *Contract Interpretation*	16
- *Labour Law*	16
- *Organizing Around OPS Agreement*	3
- *Striking for a Contract*	16
Personal Skills-	
- *Leadership Skills*	16
- *Assertiveness Training*	16
- *Partners Course*	16
- *Stress/Time Management*	3
Stewardship-	
- *Steward as an Organizer*	16
- *Grievance Handling for Shop*	16
Stewards	16
- *Internal Organizing Techniques*	16
Health & Safety-	
- *Health & Safety I*	16
- *Health & Safety II*	16
- *Organizing Around Health and Safety*	16
- *Violence in the Workplace*	4-5
- *Workers' Compensation - Level 1*	16
- *Workers' Compensation - Level II*	16
Union Democracy-	
- *Convention Parliamentary Procedures*	16

1989 OPSEU Residence School Calendar
OPSEU/SEFPO ERC/LMC Techniques: Participant Workbook
OPSEU/SEFPO Internal Organizing Techniques: Participant Workbook
OPSEU Presents Fight with Pride (video)
No Justice! No Peace! An O.P.S. Strike Memoir (video)
No Justice. No Peace. (cassette)

- Parliamentary Procedures	16	
Labour Economics-		
- Economics of the Corporate Agenda.: Who Benefits? Who Pays?	6	
- Value of Public Services		
- Employee Participation Program		
- Negotiating/Public Service		

Ontario Secondary School Teachers' Federation 208 Locals; 50,580 Members
60 Mobile Drive
Toronto, ON, M4A 2P3

Learning Event	***Hrs***	***Materials***
"Train the Trainer" Annual Workshop		"Train the Trainer" Annual Workshop
Pensions & Benefits Officers Annual Workshop		Pensions & Benefits Officers Annual Workshop
Summer Leadership Annual Workshop		Summer Leadership Annual Workshop
Biannual Conference for Political Action Officers		Biannual Conference for Political Action Officers
Collective Bargaining Officers Biannual Meeting		Collective Bargaining Officers Biannual Meeting

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Prince Edward Island Union of Public Sector Employees 10 Locals
2 Enman Crescent
Charlottetown, PE, C1A 7M8

Learning Event	***Hrs***	***Materials***
PEI UPSE Education Program		PEI UPSE Education Program
You and Your Union	8	
Stewards Basic	8	
Stewards Advanced	8	
Directors Basic	8	
Directors Advanced	8	
Voting Delegates Course	8	

Public Service Alliance of Canada 1,265 Locals; 167,830 Members;17 chartered locals
5238 Joyce Street Suite 2000 Interview with Section Head , Education, Anne McKnight
Vancouver, BC, V5K 6C9

Learning Event	***Hrs***	***Materials***
Let's Go! Alliance Education Program		Let's Go! Alliance Education Program
Steward Advanced Training Program	32	We're On the Firing Line: the Union of National Defence Employees for an Honest and Accountable Canadian Government
In-residence Courses	21-48	
Member Instructor Program		
Weekend. Courses:	12	Alliance Education Program Members' Calendar
- Building Union Solidarity (BUS)		Listing of PSAC Trade Union Education Materials
- Grievance Handling		
- Health and Safety: Committee Members' Strike Course		
- Local Officers' Course		
- Fighting Discrimination: The Local's Role		
- Sexual Harassment - What Harm's Done?		
- Men and Women Talking		
- Staffing		
- Technological Change		
- Classification Seminar		

– Convention Preparation Seminar	
– Convention Procedures Seminar	
– Union Management Consultation Committee Seminar	
– In-Residence Graduates Refresher Course	
– Health and Safety: Basic Awareness	
Steward Advanced Training Program	32
Local Officers' Advanced Training Program	40
National Officers' Training Program	40
Women at Work (WAW)	40
Political Education Training Program	40
Appeal Representative Training Program	40
Basic Instructor Training Program	40
Union Development Program I	40
Union Development Program II	40
Union Development Program III	40
Personal/Sexual Harassment Policy	40
Alliance Facilitators' Training Program	16
	48

Pulp, Paper & Woodworkers of Canada
201-1184 West 6 Ave.
Vancouver, BC, V6H 1A4

16 Locals; 6,810 Members
Interview with President, Gary Worth

Learning Event	*Hrs*	*Materials*
Pulp, Paper and Woodworkers of Canada. Work Reorganization Seminar	8	Pulp, Paper and Woodworkers of Canada. National Union 1996-97 Constitution and Policy Statements
Pulp, Paper and Woodworkers of Canada. Grievance and Arbitration Seminar	16	Pulp, Paper and Woodworkers of Canada. Work Reorganization Seminar Agenda, Nov. 5-6 1996 Pulp, Paper and Woodworkers of Canada. Grievance and Arbitration Seminar Guide
Pulp, Paper and Woodworkers of Canada. Shop Stewards Course		Pulp, Paper and Woodworkers of Canada. Shop Stewards Course Guide
Pulp, Paper and Woodworkers of Canada. Work Reorganization Seminar	16	Pulp, Paper and Woodworkers of Canada. Work Reorganization Seminar Guide
Harassment and Discrimination in the Unionized Workplace		Submission to Labour Relations Code Review Committee, by Pulp, Paper and Woodworkers of Canada., September 25, 1997
		Leaflet, Volume 34, Number 6, October 1997
		Leaflet, Volume 34, Number 7, November/December 1997
		Harassment and Discrimination in the Unionized Workplace Course Guide
		Ontario Labour Relations Board Rules of Procedure March 1994
		Bill 7: *Facts and Figures*, by Judith McCormack, Sack Goldblatt Mitchell
		Winning Cases at Grievance Arbitration: A Guide to Arbitration Advocacy, by Jeffrey Sack

Sack, Goldblatt, Mitchell: Barristers & Solicitors
Suite 1130, 20 Dundas St. W
Toronto, ON, M5G 2G8

Number of Locals, Number of Members
Interview with Associate, Judith McCormack

Learning Event	*Hrs*	*Materials*
		Ontario Labour Relations Board Rules of Procedure March 1994
		Bill 7: Facts and Figures, by Judith McCormack, Sack Goldblatt Mitchell
		Winning Cases at Grievance Arbitration: A Guide to Arbitration Advocacy, by Jeffrey Sack

Saskatchewan Federation of Labour — **32 Affiliates; 85, 000 Members**

103 2709-12 Ave
Regina, SK, S4T 1J3

Learning Event	*Hrs*	*Materials*
1st Annual Prairie School for Union Women – April 1997 – Echo Valley Conference Centre, Fort San, Saskatchewan Track 1 Courses – *Organizing Women in Our Unions* – *Popular Economics* – *First Nations and Metis Women in Focus* – *Taking Charge of Our Health* – *Women and Aging* – *Assertiveness Skills* Track II Courses – *Employment/Pay Equity* – *Self-Defense in Work and Body* – *Negotiating Family-Friendly Workplaces* – *Women and Men Talking* – *Surviving Management Strategies* – *On-the-Job Harassment* – *Anti-racism* – *Acting Up in the Streets* – *Effective Speaking* 2nd Annual (4-day) Prairie School for Union Women Track 1 Courses – *Organizing Women in Unions* – *Why Don't Women Own Half the World* – *Women and Aging* – *Anti-Racism* – *Women's Health and Safety* – *History of Women in Unions* – *Popular Education Facilitation Skills* – *Solidarity in Diversity* Track 2 Courses – *Self Defense in Word and Body* – *Negotiating Family Friendly Workplaces* – *Shop-Floor Militancy* – *Lesbians in our Unions* – *International Solidarity* – *Building Healthy Unions* – *Young Women in Unions* – *Union Strategies & the Revolution of Clerical Work* Training for Tomorrow...Meeting Workers' Needs – A (3-day) Saskatchewan Labour Training Conference The 2nd Annual (4-day) Prairie School for Union Women The 3rd Annual (4-day) Prairie School for Union Women		Saskatchewan Federation of Labour/Canadian Labour Congress Annual Spring School 1998 Annual Spring School – May 3-8, 1998 – Echo Valley Conference Centre near Fort Qu'Appelle, Saskatchewan Training for Tomorrow...Meeting Workers' Needs – A Saskatchewan Labour Training Conference March 29,30 & 31 1998 Delta Bessborough Hotel 601 Spadina Crescent E. Saskatoon, Saskatchewan The 2nd Annual Prairie School for Union Women March 15-19, 1998 Echo Valley Conference Centre Fort Qu'Appelle, Saskatchewan The 3rd Annual Prairie School for Union Women March 21-25, 1998 Echo Valley Conference Centre Fort San Saskatchewan

Saskatchewan Government Employees' Union
1440 Broadway Ave.
Regina, SK, S4P 1E2

21 Locals; 17,350 Members
Interview with Education Officer, Sharon Hurd-Clark

Learning Event	*Hrs*	*Materials*
SGEU Education Program		
Union Leadership Development Programs		
Stopping Harassment in the Union	6	
Why Unions? Why SGEU?	6	
SGEU 2000	3	
Parliamentary Procedure	2	
Contract Knowledge	2.5	
Contract Enforcement	3	
Steward Based Organization	5	
Labour Legislation 1	1.5	
Steward as Advocate: Getting off the Triangle	3	
Solidarity and Leadership	5	
Expedited Arbitration	7	
Pay and Employment Equity	3	
Labour Legislation II	3	
Effective Speaking	3	
Collective Bargaining	21	
Prairie School for Union Women	32	
Women and Men Talking	11	
Provincial Council Orientation	6	
Building Healthy Unions	6	
SGEU Labour School		
May 6-9 1998, Echo Valley Conference Centre, Fort San		
ULD 21 Why Unions? Why SGEU?	3	
ULD 22 SGEU 2000	2	
ULD 23 Parliamentary Procedures	2.5	
ULD 24 Contract Knowledge	3	
ULD 26 Steward Based Organization	1.5	
ULD 27 Labour Legislation I	3	
ULD 28 Steward as Advocate	5	

Service Employees' International Union
Suite 810 75 Donway W.
North York, ON, M3C 2E9

22 Locals; 80,000 Members
Interview with Education Coordinator, Adrianna Tetley

Learning Event	*Hrs*	*Materials*
Making the Law Work for You: A Workshop for the Service Employees International Union		
Workshop Notes		
Ontario Labour Relations Board Interim Certification Rules		
Ontario Labour Relations Board Guide to Interim Certification Procedure		
Ontario Labour Relations Board Vote Arrangements Bulletin		
Ontario Labour Relations Board Status Disputes Bulletin		
Ontario Labour Relations Board Forms		
– Application for Certification		
– Declaration Verifying Membership Evidence		
– Notice to Employees		

- Notice of Vote and Hearing		
- Certification Waiver of Hearing		
- Conditional Waiver of Hearing		
- Report of Vote		
- Notice to Employees of Report of Vote		
Innovative Organizing and the Law		
- Introduction		
- Part 1: Legal Aspects of Innovative Organizing		
- Part II: Possible Employer Responses		
- Part III: Labour Board Remedies		
- Part IV: Torts and Criminal Offences		

Simon Fraser University
Centre for Labour Studies
Burnaby, BC

Interview with Centre Coordinator, Tom Nesbitt

Learning Event	***Hrs***	***Materials***

Teamsters Canada
Suite, 804, 2540 Boulevard Daniel Johnson
Chomedey, QC, H7T 2S3

35 Locals; 102, 000 Members

Learning Event	***Hrs***	***Materials***
TCU/STC Education Program		
Lodge Administration		
Membership Representation		
The Collective Agreement		
The Grievance Procedure		
Keeping Contact		

Telecommunication Workers' Union
5261 Lane St.
Burnaby, BC, V5H 4A6

42 Locals; 11,000 Members
Interview with Business Agent, Education, Linda Tate

Learning Event	***Hrs***	***Materials***
TWU Leadership Course: Participant's Manual		TWU Leadership Course: Participant's Manual Telecommunications Workers Union Constitution
Introduction Through Interview		
Some Common Union Myths–How Stewards Respond		
TWU History		
TWU Structure		
TWU Officers		
TWU Committees		
Breakdown of Union Dues		
TWU Affiliations		
Structure of Canadian Labour Movement - Where the Steward Fits In		
What is Union Democracy		
The Steward's Role and Responsibilities		
The Steward at the Members' Service		
What's a Grievance		
Types of Grievances		
Grievance or Complaint?		
A Grievor's Story		

Harassment		
Personal Harassment Policy		
TWU Guidelines for Shop Stewards		
Grievance Form		
Steward Fact Sheet		
Incident Report		
The Grievance Procedure		
Handling Grievances: Hints for Stewards		
Handling Grievances and Complaints		
Writing the Grievance		
Sample Grievance Language		
Writing Grievances – Some Practice		
Sample Grievance Form		
TWU Position Paper on Work Re-Organization		
Basic Shop Steward Training		
Intermediate Shop Steward Training	21	
Advanced Shop Steward Training	21	
	21	

Transportation-Communications International Union
2285 D St-Laurent Blvd Unit 11
Ottawa, ON, K1G 4Z7

60 Locals; 9,120 Members
Interview with Director of Education, Maureen Prebinski

Learning Event	*Hrs*	*Materials*

Union of Needletrades Industrial & Textile Employees
700-15 Gervais Drive
Don Mills, ON, M3C 1Y8

178 Locals; 33,000 Members
Interview with Researcher, Jonathon Eaton

Learning Event	*Hrs*	*Materials*
Name of Learning Event	40	Name of Materials

United Food & Commercial Union
Local 2000 Training Centre
(in conjunction with UFCW)
1206 Kingston St.
New Westminster, BC, V3M 4J9

Interview with Director, Kelly Sinclair

Learning Event	*Hrs*	*Materials*
Return to Learn		Get Connected to T.R.A.D.E.S
Trade Referral and Assessment Direct Employment Strategy (T.R.A.D.E.S.)		
Managing Stress	12	
Money Smart	12	
Intro. To Web Design	9	
Adv. Computers – Manipulation of Images	9	
Adv. Computers – Excel	12	
Adv. Computers – Powerpoint	12	
Spreadsheets Using Excel	12	
Make Your Own Gift Wrap	3	
Intro to Computers	27	
Intermediate Computers		

Labour History	15	
Pulbic Speaking	12	
Access	18	
Advanced Word	9	
Calligraphy	12	
	9	

United Food & Commercial Workers' International Union
300-61 International Boulevard
Rexdale, ON, M9W 6K4

143 Locals; 197,000 Members
Interview with Local Representative, Victor Carrozino

Learning Event	*Hrs*	*Materials*

United Nurses of Alberta
9th Floor, Park Plaza, 10611-98 Ave.
Edmonton, AB, T5K 2P7

145 Locals; 5 Districts, 12, 650 Members
Interview with Education Officer, Trudy Richardson.

Learning Event	*Hrs*	*Materials*
Educational Workshops on Union and Health Care Issues		Constitution / Bylaws & Long & Short Term Goals
Annual Education Program – Workshops, Seminars, Labour Schools, Videos, Kits and Manuals		United Nurses of Alberta History 1996 Edition
Collective Bargaining		UNA Brief on Collective Bargaining
Nurse Abuse		Nurse Abuse – UNA Position Paper, by Trudy Richardson, Education Officer, January 1997
Patient Focussed Care		Patient-Focused Care: A United Nurses of Alberta Study, by Trudy Richardson, February 1994
UNA Executive Board: Roles and Responsibilities		UNA Charts – Roles & Responsibilities, Volumes 1-12
UNA Districts: Roles and Responsibilities		UNA Sample Professional Responsibility Presentations to Regional Health Authorities or Boards of Trustees, by Trudy Richardson, Nov. 1995
UNA Trial Committee: Roles and Responsibilities		
Ward Representatives: Roles and Responsibilities		
Orientation of New Employees		
Staffing Committee: Roles and Responsibilities		
Occupational Health & Safety Committee: Roles & Responsibilities		
UNA Members and Member Reinstatement		
UNA Locals: Roles and Responsibilities		
Dealing with Management		
Professional Responsibility Committee: Roles & Responsibilities		

United Steel Workers of America
7th Floor, 234 Eglington Ave. E.
Toronto, ON, M4P 1K5

875 Locals; 200,000 Members
Interview with Staff Representative, Wayne Skrypnyk

Learning Event	*Hrs*	*Materials*
Steel Education Program		Name of Materials
Basic Steward Level I		
Adv. Steward Level II		
Grievance to Arbitration		
Local Union Officers		
Recording Secretary		

Learning Event	Hrs	Materials
Financial Officers I		
Financial Officers II		
Financial Officers III		
Leadership Development		
Communications		
Women of Steel-leaders.		
Working Together		
Public Speaking		
Collective Bargaining		
Facing Management		
Health & Safety I		
Health & Safety II		
Health & Safety II -Law		
Health & Safety - Stress		
WCB "O.F.L." I		
WCB "O.F.L." II		
WCB "O.F.L." III		
Health/Safety Muscle		
Introduction to Employment Insurance		
Steelworker Seminars: Worker Education, Real Power		
- *Grievance Handling*		
- *Role of the Steward*		
- *Racism*		
- *Harassment*		
- *Union History*		
- *Optional Mod.*		
- *Communicating with the Members*		
Challenge & Change - Josephine Uhr Seminars, Spring 1997		
Labour Studies Program - Part Time Evening /Wknd. Program offered at Colleges & Universities throughout District 6		

Vancouver District Labour Council
140-111 Victoria Drive
Vancouver, BC, V5L 4C4

Interview with Secretary/Treasurer, John Fitzpatrick

Learning Event	*Hrs*	*Materials*

Workers' Health & Safety Centre
Suite 802, 15 Gervais Dr.
Don Mills, ON, M3C 1Y8

Learning Event	*Hrs*	*Materials*
Health & Safety Awareness Program/Video Catalogue - Workers Training Workers - The Way That Works - January to June 1998 Course Schedule		Health & Safety Awareness Program/Video Catalogue - Workers Training Workers - The Way That Works - January to June 1998 Course Schedule What Else Can We do for You?
Programs On the Level: Occupational Health and Safety Training - Level 1		WHSC Video Catalogue Workers Health & Safety Centre: Annual Report 1997 - Facing Challenges: Renewing Commitments
Level 1: Generic Elective Mod.	4-8	Training Works
- *AIDS in the Workplace*		The Workers' Centre and You
- *Biological Hazards*		Profile: the Way That Works - Fall, 1999
- *Collective Bargaining*		Workplace Violence: Participants Manual
- *Designing Work for the Worker*		

- *Hazards of Asbestos in Buildings* - *Hazards of Working Alone* - *Indoor Air Quality* - *Investigations and Reporting* - *Joint Health and Safety Committees* - *Looking at the Workplace* - *Making Machinery and Equipment Safe* - *Making the Workplace Safer: Policies & Programs (Federal)* - *Material Handling* - *Office and Clerical Hazards* - *Personal Protective Equipment: The Last Resort* - *Principles of Ventilation* - *Reproductive Hazards* - *Safety & the Myth of Worker Carelessness* - *Strategies for Change* - *Stress* - *VDTs & Electromagnetic Radiation: More Than Meets the Eye* - *Violence in the Workplace* - *WHMIS/Right to Know Training For Union Leadership* - *Workplace Policies and Programs*		Critical Incident and Post-Traumatic Stress: Participants' Manual
Level 1 Sector-Specific Electives - *AIDS in the Workplace (Updated, 1995)* - *Confined Space Entry* - *Hazards of Asbestos for Construction Workers* - *Hazards of Aluminum* - *Hazards of Chemical Cleaning Agents* - *Hazards of Plastics* - *Hazards of Solvent Exposure* - *Hazards of Welding* - *Heat and Cold Stress* - *Hours of Work* - *Indoor Air Quality* - *Infectious Diseases* - *Invisible Hazard: Radiation* - *Laboratory Hazards - Getting the Results* - *Lockout Program* - *Man-Made Mineral Fibres* - *Regulation for Health Care & Residential Facilities* - *Regulations for Construction Projects* - *Seeing the Light: Lighting Hazards* - *Technological Change - Office & Professional* - *Vehicle Emissions* - *Violence in the Workplace* - *When Disaster Strikes: Critical Incident Stress & Post* - *Traumatic Stress Disorder*	4-8	
Level 1 - Industry-Specific		
Level II Law - Provincial		
Level II Law - Federal		

Level II - Provincial Committees	
Hazard-Specific Training	4-8
- Lockout	
- Confined Spaces	
- Biological Hazards	
- Infectious Diseases	
- Indoor Air Quality	
- Radiation from VDTs	
- Workplace Violence	
- Work Organization	
- Propane Handling and Storage	
- Community Care Givers	
Federal Committees	
Stress Awareness	
Instructor Training	
Other Programs:	
- Applying Ergonomics to Prevent MusculoskeletalInjuries	4-8
- Coordinators' Training	
- Coroner's Inquests	
- Drug Testing: No Quick Fix	
- Forklifts: An Awareness Program for Operators,	
- Material Handlers and Committee Members	
- Hazardous Wastes	
- Health & Safety Awareness	
- How to Prepare and Present Appeals and Complaints(Federal)	
- How to Prepare and Present Appeals (Provincial)	
- Musculoskeletal Injuries	
- Musculoskeletal Injuries Prevention Program (MIPP)	
- Young Workers' Awareness	
- Transportation of Dangerous Goods	
- WHMIS for the Union Leader	
- WHMIS for Workers	